DOCUMENT RESUME

ED 022 735 SP 001 685

By-Buffie, Edward G.

INSITE. FOURTH ANNUAL REPORT TO THE FORD FOUNDATION (JULY 1, 1966-JUNE 30, 1967). PART III, THE ACROCLINICAL SEMESTER: ELEMENTARY DIVISION.

Indiana Univ., Bloomington. School of Education.

Spons Agency-Ford Foundation, New York, N.Y.

Pub Date [68]

Note-77p.

EDRS Price MF-$0.50 HC-$3.16

Descriptors-*CLINICAL EXPERIENCE, COURSE CONTENT, EDUCATIONAL PSYCHOLOGY, ELEMENTARY SCHOOL MATHEMATICS, *ELEMENTARY SCHOOL TEACHERS, ELEMENTARY SCIENCE, FIELD EXPERIENCE PROGRAMS, INSTRUCTIONAL MEDIA, INTERACTION PROCESS ANALYSIS, LANGUAGE ARTS, METHODS COURSES, *PRESERVICE EDUCATION, PROGRAM EVALUATION, SIMULATION, SOCIAL STUDIES, SOCIOMETRIC TECHNIQUES, *STUDENT TEACHING, *TEACHER EDUCATION CURRICULUM, VIDEO TAPE RECORDINGS

Identifiers-Acroclinical Semester, *Insite, Instructional Systems in Teacher Education

Section 1 of this report reviews the background planning and basic program components of the elementary division acroclinical semester, a 16-credit hour accelerated program designed to correlate instruction in professional methodology with the psychology of learning and student teaching. Section 2 details more fully the scheduling of the 9-member faculty and 44 students for the 5-block organizational plan: Block 1--field work, orientation, and simulation; Block 2--methods course work in learning objectives, content, planning, materials, and evaluation combined with psychology seminars emphasizing case study techniques, teacher-pupil interaction, and deviate behavior; Blocks 3 and 4--continuation of courses and seminars along with increasing classroom responsibilities from observation and planning to preparation, participation, and teaching phases; Block 5--full teaching responsibilities plus weekly seminars and clinics as appropriate. Section 3 lists the program content in the methods topic areas; in the specialized methods areas of language arts, mathematics, science, and social studies; and in the seminar and student teaching phases. Included are the forms used for student evaluation. Section 4 presents the faculty and student assessment of all phases of the program with recommendations for the 1967-68 acroclinical semester. Related documents are SP 001 557, SP 001 683, SP 001 684, SP 001 686. (JS)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

# INSITE

Instructional Systems in Teacher Education
Indiana University Bloomington, Indiana

Fourth Annual Report
to the Ford Foundation

July 1, 1966 - June 30, 1967

## Part III

# The Acroclinical Semester: Elementary Division

ED022735
SP001685

# INSITE

## Fourth Annual Report to the Ford Foundation

For the Fiscal Year
July 1, 1966 to June 30, 1967

### Part I

| | |
|---|---|
| Section One | THE YEAR IN REVIEW, THE BUDGET, LOOKING AHEAD. An evaluation by Dr. Arthur H. Rice, Executive Coordinator |
| Section Two | THE STORY IN PICTURES. Captions by Jane Jaffe |
| Section Three | THE ORIENTATION SEMESTER. Reported by Dr. Jean York |

### Part II

| | |
|---|---|
| Section One | STUDENT ENROLLMENT AND RECORDS, COUNSELING, RESIDENT TEACHING PLACEMENT. Reported by Dr. John R. Beck |
| Section Two | RESIDENT TEACHING. Reported by Dr. R. Bruce McQuigg |
| Section Three | THE SEMINAR ON THE IMPLICATIONS OF THE SOCIAL SCIENCES. Reported by Dr. Paul Hines |
| Section Four | THE SEMINAR ON THE ROLE OF THE HUMANITIES. Reported by Dr. Guy Hubbard |
| Section Five | THE CREATIVE ARTS WORKSHOP. Reported by Dr. Mary Rouse |

### Part III

| | |
|---|---|
| Section One | THE ACROCLINICAL SEMESTER: ELEMENTARY DIVISION. Reported by Dr. Edward G. Buffie |

### Part IV

| | |
|---|---|
| Section One | THE ACROCLINICAL SEMESTER: SECONDARY DIVISION. Reported by Dr. R. Bruce McQuigg |

### Part V

| | |
|---|---|
| Section One | SUPPLEMENTARY: An Experiment in Teaching Creative Arts Methods to Elementary Teachers. A master's thesis by Jane Wesley |

Submitted by
INSTRUCTIONAL SYSTEMS IN TEACHER EDUCATION
School of Education, Indiana University
Bloomington, Indiana

SP001685

# Part III

# THE ACROCLINICAL SEMESTER

## ELEMENTARY DIVISION

Reported by Dr. Edward G. Buffie

Associate Coordinator for Elementary Education

# THE ELEMENTARY PROGRAM OF THE ACROCLINICAL SEMESTER 1966-67

Reported by Edward G. Buffie
Associate Coordinator for Elementary Education

## PART ONE: THE BACKGROUND

The elementary division of the acroclinical semester is primarily concerned with the basic methods--language arts, mathematics, science, and social studies--and student teaching in the elementary schools. It is but one part of the entire Insite program planned and offered exclusively for elementary majors who have volunteered for this project. The experimental design of the acroclinical semester was originally intended to encompass the area of psychology, as well as certain aspects of our professional heritage and student teaching. The program put into operation for the first time last fall (Sept., 1966) was planned cooperatively by various faculty representatives from the department of elementary education in the School of Education. All the methods areas mentioned above were represented on the EAPT (Elementary Acroclinical Planning Team). Three of the six committee members were later to become members of the first instructional team to implement the acroclinical semester. The other committee members were to serve in a resource capacity.

In all, there were nine members of the elementary acroclinical semester faculty. Dr. Buffie served as the first team leader and senior faculty members Dr. Maxine Dunfee and Dr. Milton Marten (these three from the original planning team) represented the areas of social studies and language arts, respectively. Two new junior faculty members, Linda George and Roger Cunningham, represented the specialized methods areas of mathematics and science. College interns were then assigned to each faculty member working in a specialized method area. This faculty team was then responsible for directing the entire semester's work of some 45 elementary majors each academic semester. Students received 16 semester hours credit for their participation in the acroclinical semester. The acroclinical semester is a highly compressed educational experience, particularly when seen in contrast to the regular program here at Indiana University in which almost an entire semester--13 credit hours--is devoted to professional studies in the areas indicated above. This in turn is followed by a full semester of student teaching (for 15 hours credit). In addition to the basic work in the four methods areas and student teaching, the faculty also tried to incorporate the various components for this semester as planned by the EAPT committee, i.e., simulation focus on media, major topics, use of programmed materials, psychology seminars, use of video taping resources, and topics dealing with our professional heritage.

The over-all goal of the acroclinical semester was to correlate instruction in professional methodology with the psychology of learning and student teaching. It is believed that in this way the entire spectrum of the classroom teacher's approach to instruction would be recognized and that the various areas of methods instruction, and psychology and its application, can be made a substantial and cohesive whole. Interrelating various facets of one's professional preparation involved both a vertical and horizontal approach. The vertical dimension related to efforts that were made to build on what had taken place previously in the student's program of study in the area of psychology. The hope was to extend the student's skill and knowledge relating to analysis of teaching through use of interaction analysis techniques, the use of sociometric devices to better understand the personal social relationships within the classroom that the student was instructing, and extending the student's knowledge and skill regarding testing procedures (development of as well as interpretation). The horizontal dimension dealt with the focus upon correlating and interrelating various facets of instruction relating to professional methodology. It was at this juncture that the introduction of major topics and focus upon media--including utilization, operation, and production--became most important. In order to close the gap between theory and practice, a substantial effort was made to integrate various phases of the student's professional work with his student teaching activities. It was hoped that we could make substantial strides toward closing the gap between theory and practice by offering professional methodology and student teaching concurrently.

## PROGRAM COMPONENTS

The EAPT committee was highly directive in the various components which were to be included in the pilot program of the acroclinical semester. In general, these suggestions or recommendations can be categorized in two ways: those dealing with the content of the semester offerings, and those dealing with the materials that were to be used and tested in the program. A brief description of each of the committee's recommendations is provided below.

Matters of Content. The term "major topic" really refers to those topics which may be considered common elements undergirding and permeating the four basic academic methods areas. The general aspects of each topic were presented to the student group as a whole. Each presentation was followed by small group discussions in each of the various methods areas in which professors stressed the more specific aspects of each topic. Topics included objectives, contributions of learning theory, planning learning experiences, the role of content, the use of varied resource materials (including media), evaluation, and reporting pupil progress. In general, one might say that the major topics were designed for these purposes:

1. To treat in a unified way those elements common to all of the special methods areas.

2. To provide certain basic understandings which could prepare students to grasp the concepts in the various individual methods areas and expand upon them.

3. To introduce aspects of professional work not normally included in methods courses, i.e., homework, reporting pupil progress, and so on.

Considerable emphasis was placed upon the use of media in instruction. Incorporated as one part of the major topics dealing with materials, emphasis was placed upon utilization, operation, and production. In addition to major topics presentations, it was intended that students should possess certain kinds of knowledge and understandings regarding their professional heritage. Thus, this emphasis also should be incorporated into the program. This body of learning would form a basis for common study by both elementary and secondary majors. The elementary and acroclinical teams agreed that the following eight topics might well serve as a basis for a study of one's professional heritage: (1) educational goals, (2) selected social changes and their implications for education, (3) historical development in education, (4) research and publication--their influences--, (5) international education, (6) nature of our school system, (7) major events, and (8) the teacher and the profession. Quite obviously some of these topics would be very similar if not identical to the major topics discussed previously. That being the case, each topic could then be pursued in depth in the respective special methods areas. Other topics, however, would have to stand on their own; that is, they would have to be introduced, developed, and concluded without any reliance upon other facets of the program.

As indicated previously, a series of psychology seminars was to be incorporated into the acroclinical semester. These seminars were designed to give students an opportunity to extend both their knowledge and skills relating to the following four objectives:

1. To give students guidance in gathering and interpreting objective evidence about the normal behavior of pupils under their direction and supervision.

2. To prepare students to use effectively those techniques of observation and analysis, and to center upon teacher-pupil interaction.

3. To help the student further develop his skills in applying techniques which reveal group interaction.

4. To help students sharpen and extend those skills of observation and interpretation which center upon behavior deviating from the normal.

For each purpose identified above, two sessions or seminars were to be scheduled. The first session was used to provide the background and to set the particular task or assignment that followed in context. After this seminar session students had a specific assignment relative to the purpose at hand, i.e., collecting sociometric data or preparing a matrix on teacher-pupil interaction analysis. The next session was a follow-up in which the focus was upon student presentations and interpretations of data.

The content of the simulation program was to provide a common experience in seeing and observing a total school setting. From it a student could be expected to gain an understanding of the responsibilities and the problems related to an actual school environment preliminary to actual student teaching and professional study. The simulation phase of the program was designed for these reasons:

1. To help sensitize students to the various roles that elementary teachers must play as they go about the task of being "teachers."

2. To sensitize students to the importance of knowing and understanding children--their personal and social background needs as well as their academic potential and past achievement.

3. To help students develop an awareness of the ways in which communities and school differ in terms of philosophy, policy, modes of operation, socio-economic backgrounds, and so on.

4. To help students develop an awareness of the ways in which schools differ in terms of their over-all atmosphere or climate.

5. To help students become aware of the varying community expectations and the demands that are frequently made upon them as teachers.

Since this phase of the acroclinical semester is described in considerable detail elsewhere, we shall not further describe it here.

Matters of Material. With respect to the use of new materials, particular focus was placed upon the wide use of educational media in instruction, video taping of student teachers, the use of specially prepared programmed materials and an inquiry film. In addition, it was anticipated that the Insite faculty team would also develop specially prepared video tapes and audio tapes for use in the acroclinical semester. Because the university faculty was housed in the division of University Schools, the preparation and development of such materials should be enhanced considerably. Our close working relationships with University School faculty would also make it easier to prepare the desired materials. Ideally, the beginnings of a video tape library could be made in each of the four methods areas. The development of such tapes, whether audio or video, would focus upon the collection of various vignettes of teacher-pupil interaction.

Because of the common emphasis upon inquiry in all methods areas, a special film was produced by the planning team which demonstrated inquiry techniques in each of the four areas (title: Explorations Into Inquiry). In addition, a series of video tapes was prepared for possible use in the acroclinical semester. The purpose of both the film and the tapes was to help focus the college student's attention upon the common elements which permeate the development and use of the inquiry technique in each of the areas. A serious attempt was made through the use of this media to emphasize the interrelatedness of the processes of inquiry with respect to each academic area.

Because so little had been done in the past regarding the interpretation of standardized test data, it was decided to prepare a program on standardized testing in the elementary school. Such programmed instruction was intended, of course, to be used independently by Insite students during the acroclinical semester. Not only would the college students work with samples of widely used standardized tests--studying the tests and tests manuals--but they were actually to take the tests, score the tests, and prepare individual profiles for each test taken. Experiences in organizing test data for an entire class were also provided. Attention was then centered upon developing certain simple statistical skills. The major focus of the programmed materials was to deal with the question of how to use such data in making more effective educational decisions.

The use of the video-taping facilities at University School was also to be emphasized. Each student was to be videotaped at least twice in two very different instructional situations. One video taping might well relate to work with individuals or small groups, while the other might focus upon large group instruction.

The ever increasing importance of media (audio-visual) was recognized by all members of the EAPT committee. In order to have maximum impact upon our students, it was recognized that more effective ways of incorporating media into instruction had to be found. To simply devote eight or ten hours of instruction to the major topics presentations would hardly be sufficient. Therefore, the EAPT decided that the responsibility for instruction in this aspect of one's professional study should rest primarily with the faculty team and that such work should be integrated into the total program in a number of various ways. Through emphasis of our own teaching--use of video tapes, audio tapes, programmed materials, simulated materials, films, the overhead projector--we would certainly indicate our values. In other words, we would try to teach as we preach. Because the university faculty--the Insite acroclinical team--was in the unique position of being responsible for both professional instruction and supervision of student teaching activities, we were able to impress upon our students the importance of using a wide variety of instructional materials. The preparation of materials and utilization of various types of audio-visual media by the college student in his student teaching was greatly enhanced by the presence of cooperating teachers (in the University Schools), the methods and/or college instructors, and an instructional media specialist. All stood ready to help and encourage the student to make as much varied use of materials as was possible and appropriate for his particular responsibilities.

## TO SUM UP

A faculty team of nine and a student body numbering 44 were now ready to launch the first acroclinical semester. The task at hand was well defined and structured. Within this broad framework, the faculty team had considerable latitude in developing a program highlighted by flexibility and variety. They had complete command over the student's entire instructional day. In addition, the faculty resources, space, and materials could be programmed in any manner deemed desirable by the team. Quite logically one might now inquire, "What happened?".

# PART TWO: THE ACTION

The program of the elementary acroclinical semester was divided into five distinct phases. The semester actually began in each student's home community and ended the last day of final examinations at the end of the semester on campus; thus, the students participating in the experimental program had an extended semester of some three to four weeks.

Block One consisted of three types of activities: field work, orientation, and simulation. The professional work in this block is quite different from that of the remainder of the semester in that it included approximately two weeks of field work. Each student was required to use this time--beginning with the opening of school in his local school district and extending to the period when he was to report on campus for his first formal class meeting--working in a school in his home community as an assistant to an elementary teacher. This experience would later be viewed in contrast to situations in the simulated school and the University Elementary School. In this manner, students would be exposed to very different methods of operating elementary schools, ranging from the conventional to the experimental or innovative school. Since much of the semester's work was aimed at helping students become sensitive to alternative strategies of teaching, such an experience was deemed important and consistent with this point of view.

The students' first week on campus centered upon orientation activities. After a brief introduction and orientation to the acroclinical semester as a whole, the remainder of the week centered upon orienting students to various facets of the University Schools' program. This general introduction to program and facilities was then followed by activities aimed at orienting the student to his classroom situation. Thus, *the college student found himself in actual classroom situations the very first week he was on campus*. From this point on, he would have continual contact with the classroom to which he was assigned for student teaching purposes and would continually grow into the responsibilities that he was given during the semester. The final week of this block dealt exclusively with the use of simulated materials described elsewhere in this report. All during the simulation week, the students had continual contact with their cooperating teachers and pupils in the University Schools.

Formal college classes were initiated during the second block. Heavy emphasis was placed upon the development of major topics presentations and work in each of the specialized methods areas. Although students continued their classroom contacts, they had minimal responsibility for planning and directing learning activities. Usually their time in the classroom centered upon two periods--8:00 to 8:30 a.m., and, later in the morning, they would return to the classroom and stay with their cooperating teachers and pupils (following the last college class) through the lunch hour.

A change of emphasis followed in Block Three whereby students spent four half-days per week in their classrooms working with their cooperating teachers and pupils. These times varied in that students would spend two mornings and two afternoons in the classroom. In this way students were able not only to keep their continual contact with children and cooperating teachers but also to follow the children's progress in the various content areas, which was not often possible during the preceding block.

This experience also helped them prepare for their growing student teaching responsibilities, which were to be emphasized in Blocks Four and Five. At times when students were not involved in classroom activities--in which their responsibilities were still limited but nevertheless greater than those of the preceding block--they were in college classes for professional study purposes. As students moved into Block Four, they assumed greater teaching responsibility in their classrooms. At this juncture the class was divided into two groups. One group had student teaching in the morning and the other had student teaching in the afternoon. Since there were at least two student teachers assigned to every classroom (some cooperating teachers had three), this meant that there was a student teacher in the classroom at all times throughout the day. The cooperating teacher worked as a team leader with the two or three students who were assigned to him. When students were not in student teaching, they had their formal college classes as the wind-up of professional study took place.

The last block (Block Five), of course, dealt exclusively with student teaching. No formal college classes were held at all during this period. Instead, weekly seminars were held with college faculty. The college student group had been divided into four subgroups for supervisory purposes. Each faculty member and his respective college intern had the responsibility of supervising ten to twelve student teachers and for directing the weekly seminars.

Before going into any detail regarding what actually took place in each phase of the program, it might be advantageous to present a pictorial overview of the entire semester.

Fall 1966-67
Suggested Schedule

## ACROCLINICAL SEMESTER
(elementary)

Block #1 (Early September -- September 23)

Field Work (local communities) 1-2 weeks

Week of September 12-16

Orientation to University School

Orientation to individual classrooms

Week of September 19-23

Simulation Activities

Continued contact with individual classrooms

---

Block #2 (September 26 -- October 21)

| | M | T | W | Th | F |
|---|---|---|---|---|---|
| 8:30 | ← Major Topics —— Objectives - Learning Content → | | | | |
| 9:30 | A-Sci. (double period)<br>B-Math (double period) | A-Soc. Stu. (D.P.)<br>B-L.A. (D.P.) | A-Sci. } A group may be split<br>A-Math<br>B-Observation A.M. | B-Soc. Stu.<br>B-L.A.<br>A-Observation | A-Sci Math<br>B-L.A.-Soc.Stu. |
| 1:00 | B-Sci. (double period)<br>A-Math (double period) | B-Soc. Stu. (D.P.)<br>A-L.A. (D.P.) | B-Sci. } B group may be split<br>B-Math<br>A-Observation P.M. | A-Soc. Stu.<br>A-L.A.<br>B-Observation P.M. | |
| | Continued daily contact with individual classrooms. Psychology seminar to be scheduled. | | | | |

### Block #3 (October 24 -- November 11)

| | M | T | W | Th | F |
|---|---|---|---|---|---|
| | | | | Planning - Materials<br>Methods | |
| 8:30 | ← Major Topics → | | | | |
| 9:30 | A-Sci.<br>B-Soc. Stu. | Obs. | A-L.A.<br>Psy. Sem. | A-Sci.<br>B-Soc. Stu. | Obs. |
| 1:00 | Obs. | A-L.A. | B-L.A. | Obs. | A-L.A. |
| 2:00 | | B-Math | Indiv. Conf. | | B-Math |

### Block #4 (November 14 -- December 21)

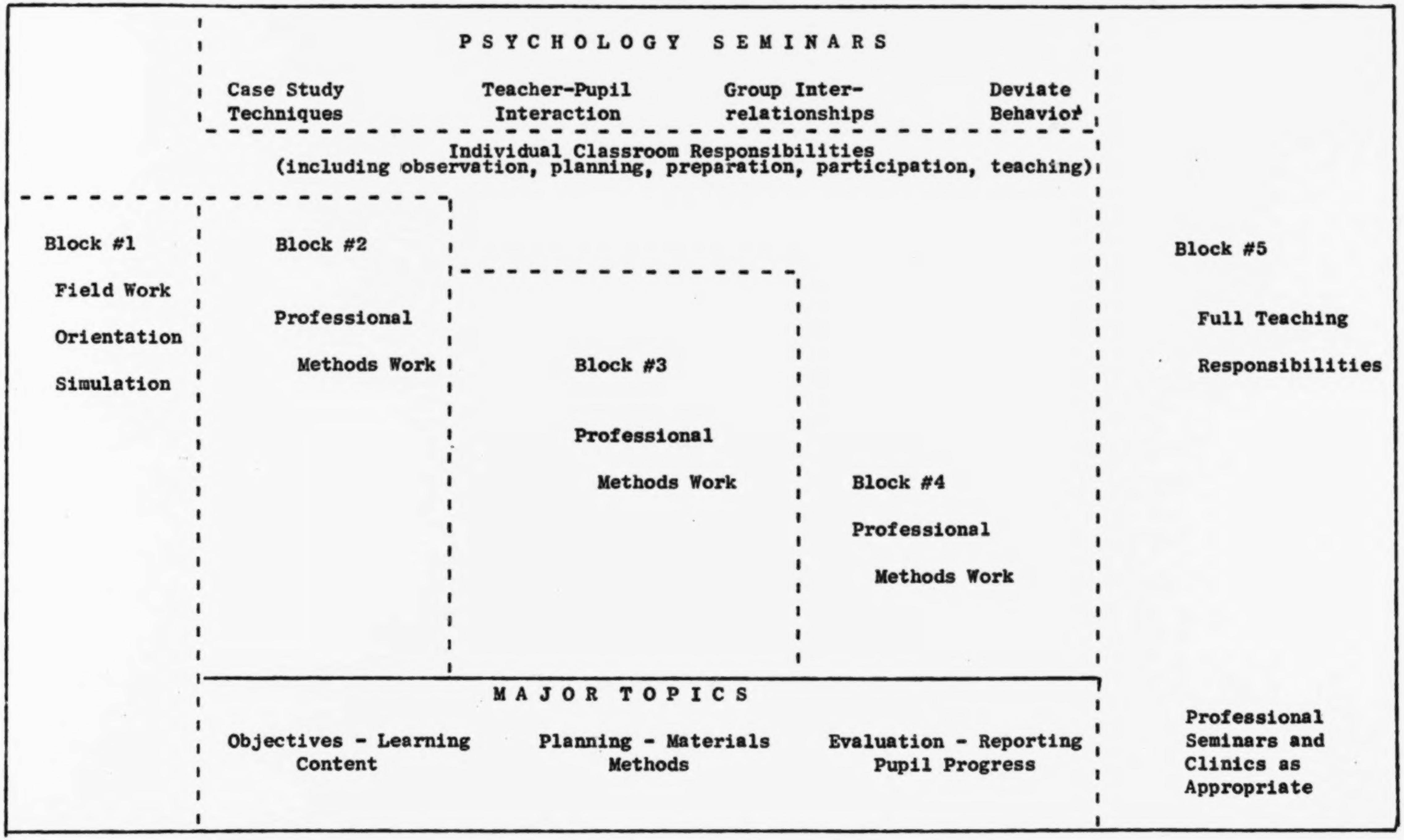
| | M | T | W | Th | F |
|---|---|---|---|---|---|
| 8:30 | A-Soc. Stu. | A-L.A. | A-L.A. | A-Soc. Stu. | A-L.A. |
| 9:30 | A-Sci. | A-Math | | A-Sci. | A-Math |
| | ← B - Student teaching -- all A.M. → | | | | |
| 1:00 | B-Soc. Stu. | B-L.A. | B-L.A. | B-Soc. Stu. | B-L.A. |
| 2:00 | B-Sci. | B-Math | | B-Sci. | B-Math |
| 3:00 | | | Major Topic<br>or<br>Psychology Seminar | Evaluations<br>Rpt. Pupil<br>Progress | |
| | ← A - Student teaching -- all P.M. → | | | | |

### Block #5 (Month of January)

Full Time Student Teaching

Methods Seminars Held as Appropriate

# THE ACROCLINICAL SEMESTER FOR ELEMENTARY MAJORS



PSYCHOLOGY SEMINARS

Case Study Techniques

Teacher-Pupil Interaction

Group Interrelationships

Deviate Behavior

Individual Classroom Responsibilities
(including observation, planning, preparation, participation, teaching)

Block #1
Field Work
Orientation
Simulation

Block #2
Professional
Methods Work

Block #3
Professional
Methods Work

Block #4
Professional
Methods Work

Block #5
Full Teaching
Responsibilities

MAJOR TOPICS

Objectives - Learning Content

Planning - Materials Methods

Evaluation - Reporting Pupil Progress

Professional
Seminars and
Clinics as
Appropriate

BLOCK ONE

Although students were required to spend from one to two weeks in the field, there was no follow-up of this particular activity. That is, there was no formal follow-up description or analysis of the activities in which they took part. Rather, there was continual reference made to the various settings in which they worked throughout the semester. Such reference was very apt to be made during the simulation week and in various facets of their professional study work when discussion focused upon alternative strategies. The orientation phase of this block is probably best described by the following outline of the week's activities:

Tuesday, September 19

A.M. Presentation by Dr. Arthur H. Oestreich, director, division of University Schools
"The History and Goals of University School: An Overview."

Presentation by Mr. Arthur Brill, principal of University Elementary School
"University Elementary School: Some General Aspects of the Program."

Coke break

Campus Orientation--tours directed by college interns.

Wednesday, September 20

A.M. Presentation by Mr. Arthur Brill, principal of University Elementary School
"University Elementary School: Matters of Policy."

Explanation of program in the four basic content fields: language arts, mathematics, science, and social studies (presentations by University School faculty)

P.M. Student teaching orientation--code of ethics, new professional role, meeting with college supervising faculty--how to profit most from classroom visitations.

Visit classrooms and meet cooperating teachers.

Insite coffee hour after school

Thursday, Friday, and Monday (September 21, 22, and 25)

Observe in classrooms (be aware of guide questions for each day).

Seminars at 3:15 p.m. on Thursday and Monday concerning guide questions for three observation days.

Guide for Observations

Thursday--

(1) How would you describe the general atmosphere of your classroom?

(2) What things happened or existed that you were least expecting--based on your original expectations?

(3) From what incident or situation did you profit most?

(4) What critical incidents did you observe that could be added to your own In-Basket Out-Basket file?

Friday--

(1) How would you describe the general procedure and sequence of the daily schedule?

(2) To what procedures and/or subjects did your students respond most? Least? Can you account for their reactions?

(3) Can you recognize and describe the most aggressive as well as the least aggressive children in your classroom?

Monday--*

(1) How would you evaluate and/or describe each child in your classroom at this point? (Please keep this and compare it to the evaluations you will make in four more months.)

(2) What special tips or cues have you learned from these three days that will help you when you teach the children you have observed?

---

*After the first semester, the orientation and simulation weeks were reversed for reasons explained later in this report.

The University Elementary School is developing its program along nongraded lines. In addition, its faculty functions in various roles, as represented by the team approach to planning and/or instruction and, in certain situations, the use of a modified departmentalization.

At the primary level children are grouped homogeneously, the most important criteria relating to reading ability and potential. The teachers generally function as a team insofar as cooperative planning is concerned. As one might expect, there is considerable variation in programs for youngsters of any single age level. The intermediate division of the school follows a similar practice of grouping. In this case, however, teachers limit their teaching responsibilities to two major aspects of the curriculum: mathematics and science, or language arts and social studies. Special teachers are provided in the area of art, music, physical education, and foreign language (French). Each class, then, has two teachers who are responsible for instruction in the major curricular areas. In several instances these two teachers would work with their student teachers as a team, both for planning and instructional purposes, so that the elementary major in our experimental program would have opportunities to teach in all four major areas. While this was generally true for most of our students, it was not true for all of them. Not only do cooperating teachers function as a team relating to children for whom they are responsible, but they also meet together as subteams regarding the major content areas for which they are responsible.

As one can easily note, this was a very concentrated period of observation, as suggested by the guide questions above. In addition to students' observations, however, cooperating teachers were encouraged to familiarize their student teachers with the following kinds of items: daily attendance forms and records, any other forms and/or procedures dealing with the mechanics of running the class smoothly, seating charts to facilitate learning the children's names by the student teachers, access to cumulative folder data, the location of special materials and supplies kept in the room and in nearby supply closets, and any other items which the cooperating teacher might feel appropriate for this person just beginning his student teaching experience.

The orientation week was followed by the simulation activities described elsewhere. As indicated previously, students continued their contact with their classrooms throughout this week.

## BLOCK TWO

The daily time pattern regarding class scheduling followed a pattern established previously during the orientation and simulation weeks. In general, students met for formal college classes from 8:30 to 11:30 in the morning and from 1:00 to 3:00 in the afternoon. Because of the flexibility that was built into the program, classes did not always end at 11:30 a.m. or 3:00 p.m. Often classes would end earlier if the focus had been upon lecture-type presentations. Where inquiry-type discussion, workshops, and/or demonstrations were the techniques employed, then classes frequently ran longer. Add to this the student teacher's daily contact with the classroom and seminar and planning sessions two afternoons per week, and you can easily see that this phase of the program was extremely demanding upon the student. The general theme for the entire block was indicated by the topics associated with the major topics: objectives, role of learning theory as it relates to the attainment of objectives, the role of content, and the use of varied instructional materials including media. The college students were divided into two subgroups for instructional purposes in the specialized areas (the A and B groups). Insofar as major topics instruction was concerned, the focus was upon large group instruction. It was during this block that there was a heavy emphasis upon media instruction. Guest lecturers provided presentations and directed workshops in their areas of specialization. In addition, students were required to take part in the operation of various types of equipment in the programmed laboratory (audio-visual) located in the School of Education.

Selected Observations. The reader will recall from the overview presented earlier a reference made to observation. Observation guides were developed for each "selected observation."* These were available for all college students and for the faculty of University Schools as well. Such selected observations could consist of live demonstration teaching by cooperating teachers and/or college faculty, closed circuit television viewing of teaching taking place in the University School, pre-taped demonstrations, or films. In the case of demonstration tapes, it was agreed that no video tape should be used without the demonstration teacher's permission. Furthermore, the demonstration teacher would have an opportunity to view the tape beforehand and, if possible, to meet with students in the follow-up discussions of that which was viewed.

The observations were keyed with the theme of the major topics under discussion for that particular week. As it turned out, films and video tapes were used exclusively. This made it possible for the faculty involved to preview all materials beforehand and to direct more meaningful discourse regarding that which was observed. Sample teaching from all four methods areas was selected for this purpose.

The materials used included the following:

Film--"They All Learned to Read" (language arts)

Video tape--"A Mathematics Lesson: Focus on Discovery" (mathematics)

Film--"Learning Is Searching" (social studies)

---

*"Selected observations" were especially prepared and pre-packaged materials as described in the following paragraphs. Observation here does not at all refer to any type of general observation made by each student in his classroom. Rather a selected observation is one whereby all students were observing the same teaching episode.

Video tape--"Inquiry at Work" (science)

Video tape--"Individualized Reading" (language arts)

Video tape--"Inquiry at Work" (mathematics)

Film--"Near Home" (social studies)

Video tape--"Science and Concept Development" (science)

As matters turned out, no psychology seminars were scheduled during this semester or the following semester for reasons explained later in this report. A detailed explanation of each of the four specialized methods areas and the major topics phase of the acroclinical semester are described in Part Four of this report.

## BLOCK THREE

During this period there was a continued emphasis upon professional study, but it began to decline somewhat as greater attention and opportunity was provided for student teaching activities (four half-days). Again the major themes or strands permeating this particular block were established by the major topics (planning and organization). It was also during this period that students participated in the first major over-all evaluation of their work thus far in the acroclinical semester. The college faculty was divided into two teams for conference purposes. Each team consisted of a member from each of the specialized methods areas, and individual conferences (faculty-student conferences) were scheduled for each student. Prior to having their faculty conference, students were required to fill out a self-evaluation form relating to each aspect of the acroclinical semester experience. This self-evaluation, then, served as a primary basis for the discussion.

## BLOCK FOUR

Students now moved into half-time student teaching responsibilities. Only two formal methods classes were scheduled each day. Major topic presentations were limited to one per week. The major theme of the student's professional study during this period dealt with the matter of evaluation. Reporting pupil progress to parents, although a focus of major topic presentation, was not dealt with in the specialized methods areas at all. This was probably the most difficult phase of the college student's program, because of the demands placed upon him by both university faculty and cooperating University School faculty. Students who had fallen behind during the earlier phases of professional study found this period of time to be most strenuous and trying. All academic requirements had to be completed by the end of this particular time period, since students then moved into full-time student teaching. Students who had difficulty organizing their time effectively found the pressures very great at this point.

## BLOCK FIVE

As students moved into full-time teaching responsibilities, their contact with university faculty continued on an individual basis except for one afternoon a week in which seminars were scheduled. The content of these seminars has varied considerably. Frequently the focus was upon instructional problems related to the various academic areas. At other time operational problems (organizational) were dealt with, or else the center of focus was upon discipline and classroom management.

## TO SUM UP

During Blocks Two and Three the student teachers were expected to concentrate most intensely on the work in their four specialized methods classes--outside assignments not being given in major topics presentations or with respect to any seminars held. Cooperating teachers were asked not to give students responsibilities or tasks that would require preparation time outside of the time that the students were actually assigned to their classrooms. Of course, the Thursday afternoon planning sessions (student teachers and cooperating teachers) could also be used for preparation purposes as well as for planning. It was during these blocks that the student teachers were gradually introduced to the rudimentary mechanics of handling a classroom effectively. Although it was not possible to suggest a definite sequence of procedures to follow, since student teachers varied markedly in their abilities, experiences, and readiness insofar as each classroom situation was concerned, it was possible to identify a number of suggestions of ways for involving the student teachers more actively in the classroom. Among those ideas suggested were the following:

1. Recording information--keep daily attendance, lunch counts, etc.; analyze students' work, record grades, mark papers (which should then be discussed with the cooperating teacher).

2. Preparing teaching materials--prepare and arrange bulletin boards; write lesson materials on the chalkboard or prepare reading vocabulary charts, etc.; prepare and duplicate seatwork activities, tests, etc.; assist in gathering supplies for special lessons or demonstrations, assist in previewing films and filmstrips, etc. Because of the students' background in media operation and production, other responsibilities might quite easily relate to work in these areas.

3. Helping manage classroom routines--take care of money collections; make announcements, distribute and/or gather materials; accompany the children to special classes, supervise the preparations for recesses, rest periods, and study periods, and so on.

4. Assisting with teaching activities--work with any child on a one-to-one basis if student teacher has necessary capabilities; help children in the library, with art projects, with committee work, read a story aloud, pronounce spelling words to the class and/or administer spelling test, assist teacher in presenting a demonstration, and so forth. In general, in order that student teachers might gain maximum benefit

from the above kinds of tasks, it was recommended that such tasks be performed jointly with the cooperating teachers whenever possible, thus serving as a real means of broadening their experiences.

Block Four was intended to serve as a transition from the concentrated work in methods classes to the eventual assuming of full teaching responsibilities. The major attention in methods classes was to be devoted to the more practical, immediate, and direct application to the student teacher's lesson planning and actual presentation of such plans in that classroom. Consequently, the student teachers were required to do considerably less outside work of a general nature and more that would bear directly upon their actual teaching. Cooperating teachers were encouraged to arrange their plans and programs such that student teachers would be given guidance and opportunity for at least the following minimal teaching experiences:

1. In primary--plan and teach at least two periods in all four subject matter areas.

2. In intermediate--plan and teach at least four periods in each of two major subject matter areas (or eight periods for those students teaching only one subject during this block).

Because of their assignments, student teachers during this block could be responsible for some single subject or as many as four, depending upon their assignments.

## SOME IMPORTANT OBSERVATIONS

Professional Heritage. As indicated previously, we had originally hoped to combine both our elementary and secondary majors for instruction relating to our professional heritage. There were two major factors which made this virtually impossible. The first dealt with the matter of timing and coordination between the two programs. For elementary majors the program actually began on campus a week prior to the beginning of classes in the secondary phase of the program. Because of our emphasis on orientation and simulation early in the program--in contrast to the use of simulation as a capstone experience in the secondary program--we immediately found ourselves out of step with each other. Since both programs began with a focus upon objectives and educational goals, we were immediately faced with the recognition of this problem. Although we had not started our programs at similar times, it might have been possible to combine classes had it not been for another major difference in the two programs.

While both the elementary and the secondary phases of the acroclinical semester programs are highly compressed, they are compressed in very different ways. For the secondary major the program consists primarily of student teaching (eight semester hours), a single methods course in the student's major (three semester hours), and a principles course (three semester hours). It is in the principles course that the professional heritage topics are included. The focus upon simulation and media is also more or less included under the broad umbrella of the principles work. In the regular secondary program at Indiana University, 14 hours of credit is also given for student teaching, methods, and principles. Thus, the Insite program has tried to do more--media, simulation, professional heritage--in the same amount of time (14 hours credit in both programs).

In marked contrast to this program is the elementary acroclinical semester in which we attempt to compress approximately two semesters' work into one semester--the work in the four basic methods areas plus the student teaching. In addition to the work that is normally included with respect to these two primary areas of activity, there is also emphasis upon simulation, media, the major topics, and programmed materials. Therefore, it became very evident that we would have to include only those professional heritage topics which we could interrelate with the programs described previously. The other topics would merely be left out. After analyzing our program, it became quite obvious that we would, of course, stress educational goals and, to some extent, the "nature of our school system" and "selected social changes and their implications for education." Educational goals, of course, received major emphasis, and this is reflected in the discussion of major topics found in Part Four. The matter of selected social changes and their implications for education were dealt with in just one lecture period. This lecture was presented by Harold G. Shane, who had presented a series of lectures on the topic to the secondary group. In his one session with us, he merely highlighted the important and significant changes that needed to be recognized by all teachers. With respect to the nature of our school system, reference was made at numerous times throughout the semester to this particular topic. As one might anticipate, it was appropriate during the orientation and simulation activities, as well as at various times in the student's professional study. All other topics were simply dropped from the program insofar as elementary majors were concerned. As important as they are in terms of one's professional preparation, the elementary team was simply forced to make decisions regarding priority. In addition, it must be recognized that our students will continue on into a year of graduate study, and so it was anticipated that some of the voids created here with respect to professional heritage could be filled in at a later date.

Standardized Testing in the Elementary School. (Programmed material) Early emphasis in the program was upon the children, or the learners to be taught. This was reflected by the guide questions that were developed relating to the first observation days in the classroom during the orientation week, as well as by the kinds of critical incidents that were developed and introduced during the simulation period. Because of this focus, one of the first things that the students did when they went into their respective classrooms was to make an analysis of the data found in cumulative folders. Because students were, at this point, beginning to make a more formal analysis of the children they would be teaching, and because the simulation experience, it was hoped, had sensitized them to the various backgrounds of the pupils and to the importance of understanding such background for future instruction, it was deemed appropriate to introduce the programmed materials at this time. A 67-page booklet, developed exclusively for elementary students in the Insite program, consisted of four major sections:

Section I: Evaluation in the Elementary School (pp. 1-8)

Section II: Statistics for Testing (pp. 9-40)

Section III: Understanding and Interpreting Standardized Tests (pp. 41-63)

Section IV: Limitations of Standardized Tests (pp. 64-67)

As one can note from the table of contents, this little booklet entitled Evaluation in the Elementary School: A Look at Standardized Testing has as a major focus to help prospective teachers develop an understanding of the interpretation of test results, their limitations as well as their potentials for educational planning. A major concern, or dilemma, dealt with the fact that we wanted students to have information about their pupils; but, on the other hand, we did not want them to misinterpret such data. Misinterpretation could well result in faulty educational planning, as well as in creating a personal-social relationship between teacher and pupil which was not realistic.

Since the primary focus of this material was upon interpretation, as well as upon helping students develop some simple statistical abilities relating to the organization of test data, it was believed that the students could work virtually independently on this programmed material. It took about 25 to 30 hours for students to follow through on all facets of the program. This varied, of course, for some took less and some spent as much as 40 hours studying this material. Following completion of the program, students were tested on their interpretative knowledge.

Psychology Seminars. Our intended psychology seminars never got off the ground. To understand why we were not able to implement these seminars for the purposes identified earlier, it is necessary to understand somewhat the organization and development of the course in human growth and development (Psychology P280) which precedes the acroclinical semester.

It is important to note that this course had undergone some very marked changes in recent years. Previously the psychology course required of all elementary majors was a human development course (Psychology P200) in which the focus was primarily upon description. Prior to Indiana University's receiving the Ford grant money, the psychology department had already initiated considerable study for revision of this course. In the new course, subsequently entitled Human Growth and Learning (P280), a concentrated effort was made to help college students develop a new frame of reference in looking at school-age children. Such a framework was intended to provide the backdrop against which observation, interpretation, and analysis could be made of teaching-learning situations. This frame of reference had five major components, each consisting of two or three models or theories: motivation, personality, learning, development, and cognition. Each component consisted of two stages: (1) the interpretation and description of what was actually taking place in a learning situation; and (2) action, based upon interpretation (verification according to the stated model). Measurement of human learning was not intended to be a primary focus of this course as originally developed, although some things were done rather informally, relating to such matters as validity, reliability, and norms.

In general, P280 has been organized around four major topics. The first is a relatively short unit which has as its focus psychological inquiry. This is developed in a very broad, general manner and, of course, is utilized as a process throughout the remainder of the course. The second topic deals with the study of individual behavior. The focus is upon developmental theories and models and studies of personalities and motivation. Going to the third topic, emphasis is placed upon the study of group behavior. Interaction analysis and sociometric scales were introduced at this juncture. The fourth and final topic deals with the study of learning and cognitive behavior.

In general, the emphasis was upon the development of psychological inquiry skills as these related to the various topics under consideration. Recognition was given to the fact that many different kinds of learning are possible and that there are different theories for each type of learning. No single over-all theory of learning can be applied to all learning situations.

When the time came to plan the details of the psychology seminars, it became evident that the students did not have any common set of skills regarding the use of sociometric devices or interaction analysis. Insofar as the Insite faculty team was concerned, these were the two major areas of the program in which our colleagues from the psychology department could make their major contributions. In the early planning stages eight one-hour seminars had been planned. Two one-hour sessions were planned for each of the topics described earlier. However, when we met with our colleagues in psychology for the detailed planning that was necessary to implement this phase of the program, it soon became evident that our students had no common background in terms of specific skills that were related to the administration and use of sociometric and interaction analysis devices. In the psychology course, although the focus was on psychological inquiry, the various instructors in the different courses did not use any single technique for ascertaining the desired information. Thus, relatively few of our students were familiar with the Flanders' Interaction Analysis, and so it would be impossible to incorporate this kind of seminar into our program unless time were provided to train students in the use of this technique. Although varying in degree, the same was true for the other topics and skills that we had hoped to incorporate and build upon in the acroclinical semester. In order to do the job as we had originally envisioned, it would have required approximately eight to ten hours of instruction alone in helping students develop the necessary skills so that the Flanders technique could be employed.

The faculty team was, of course, disappointed in this turn of events. It was not possible to increase the amount of time devoted to psychology seminars in view of the total program which had been planned and developed by the EAPT. Thus, we very reluctantly decided to drop the psychology seminars, at least for the time being. This decision was an extremely difficult one to make because of the impact it would have upon the students' anticipated student teaching experience. It had been intended, because there were two or three student teachers assigned to each classroom, that while one student teacher was teaching, the others would be keeping a record and later preparing a matrix of that particular person's performance. This data certainly would have provided a somewhat objective record (Interaction Analysis) of what took place in the transactions between teacher and pupils. It certainly would have been a step forward in terms of trying to help students make an assessment of their own teaching effectiveness and growth.

## EVALUATION

In order to remove the kind of pressure typically associated with most college courses, i.e., the assignment of letter grades, it was decided to focus upon self-evaluation as a primary means of helping students to improve in both knowledge and skill in teaching. The desire to excel would serve as the primary motivating source for students in this program. Thus, no letter grades were given for any of the specialized methods courses or for student teaching. Insofar as the individual student is concerned, he had to look at the semester as a whole. The proof of the pudding was in the performance. Therefore, students not only had to perform well with respect to their professional study, but they had to demonstrate their knowledge, skills, and abilities in the classroom (student teaching). It was not possible to receive satisfactory credit for this 16-hour semester until ample evidence had been provided regarding one's ability to perform in the classroom. Since our university professors also served as supervisors of student teaching, they were in an excellent position to make the necessary assessments. Throughout the entire semester emphasis was placed upon self-evaluation and growth in terms of identified criteria.

At frequent intervals throughout the semester, students met with their university faculty and/or cooperating faculty for purposes of evaluation. Three conferences regarding student teaching performance were scheduled each semester. Such conferences may or may not have been three-way conferences involving the student, the cooperating faculty, and the college supervising faculty; however, at least one such conference was scheduled and more where appropriate. In addition to this focus on student teaching, a student-faculty conference was scheduled as described previously, whereby a student met with representatives of our faculty team--one from each of the specialized areas--for matters of assessment. In addition, each special methods area faculty provided students with evidence of their work within each area. Whenever students were in difficulty regarding their academic work, individual conferences with the respective faculty members were scheduled. If the student was ever in doubt regarding his performance in either academic studies or student teaching, he was encouraged to meet with the appropriate faculty. For each semester, check points were identified so that students who were not performing satisfactorily could be so informed by either their cooperating faculty or their university faculty. Such check points served to make certain that students were given ample opportunity to improve their performance before the end of the semester.

Two written evaluations were prepared for the students' permanent credentials in the Placement Bureau. The first of these was prepared by the cooperating teacher and focused primarily upon student teaching performance. The second was a very detailed statement provided by the college faculty regarding academic performance in the areas of language arts, mathematics, science, and social studies. Included also were statements regarding student teaching performance, since the college faculty was also involved in the supervision of this work.

## PART THREE: THE DETAIL

### MAJOR TOPICS

Twenty-four sessions were devoted to the development of the major topics presentations. Dr. Edward Buffie's major teaching contribution related to the development of this phase of the program. Insofar as the major topics were concerned, each topic was divided into a series of lectures and/or other types of learning activities as described below. An overview of this material was prepared beforehand and presented at team meetings prior to the introduction of Block Two. As a result of considerable discussion--and frequently, debate--modifications and refinements of the topics were made. The major topics presentations have changed every semester following evaluation by both students and faculty and are in the process of continually being refined. The major themes themselves have not changed over this past year; however, the methods of presentation and the various aspects of the topics themselves have undergone considerable change in some instances. A sample outline of the major topics follows.

1. "Our Changing Society--Implications of Education"
Guest lecturer: Professor Harold G. Shane develops the global view.

2. "The Educational Scene Today: Some Vignettes"
To set the stage for a discussion of educational goals, students are asked to analyze various types of teaching-learning situations in which different techniques are employed (illustration, exposition, inquiry).

Students see two major differences in instruction, one textbook content oriented and the other inquiry-process oriented. Segments of the inquiry film and teacher made tests are also used to point out the great difference in various teaching practices. A quite logical question then arises: "Why such great divergency?"

3. "Objectives of American Education"
One can explain such variations in instructional approach on the basis of goals sought. Initial discussion focuses upon the Educational Policies Commission statement. Discourse here is centered upon currently stated goals with particular stress placed upon the change in the 1961 statement in which the central role of the rational powers and the over-all educational goal of maximum development of the individual is emphasized.

4. "The Content, Process, and Personal-Social Goals"
Continued discourse on goal formation and interpretation moving from the general or broadly stated goals to more specifically defined goals relating to content, process, and the personal-social development of individuals. Particular emphasis is placed upon (1) the changing balance regarding these three major categories of goals; (2) the fact that personal-social goals are a shared responsibility with many other institutions, i.e., the family, the church, the community; and (3) the relationship between goals and their effect upon instructional procedures.

5. "The Inquiry Approach to Instruction: Role Playing Demonstrations"
Guest presenter: Dr. Clancy Flaten of the audio-visual department. Dr. Flaten uses an 8mm single concept silent film to demonstrate how such media may be used to accomplish process goals related to inquiry. The way we teach is thus affected by the goals sought.

6. "The Vertical and Horizontal Organization of the Elementary School: Some Alternatives"
This lecture is aimed primarily at helping students develop some understandings of the alternative strategies for organizing elementary schools (the graded school, the dual progress plan, the nongraded elementary school). Primarily, attention is centered upon the notion of continuous progress (vertical) and its implications for instructional variation. School organization is then related to our over-all educational goal of maximum development for each individual as well as to our knowledge regarding human growth and development (academic and intellectual).

7. "Organizing the Curriculum: Many Possibilities Ranging from Separate Subjects to Total Integration of Subject Areas"
At this juncture, focus is centered upon the various alternative strategies which may be employed in dealing with curricular content. Obvious value conflicts are involved regarding the important contributions and knowledge associated with individual disciplines as well as the need to integrate learning experiences into some kind of meaningful whole.

8. "Sources of Expectation: State Requirements and Local Community Curriculum Guides" (Part One)
Using role playing as the instructional technique, college students see and hear a faculty committee planning for the fall orientation of new

teachers in which their specific responsibility is related to the use of curriculum guides in various academic areas. Various types of guides are described ranging from those which are truly "guides" to those which are really a prescription for action. Then, of course, there are curriculum guides which are in various phases of completion, one guide being hopelessly out of date and not at all in tune with the goals and materials presently in use (modern mathematics). Reference is made to state requirements which seldom provide much more than some sort of recommended or suggested time allotment for the various subject areas or content fields.

9. "Sources of Expectation: The Textbook as a Course of Study" (Part Two)
Any textbook may be found to have three essential features insofar as curriculum matters are concerned: (1) content, (2) skills, and (3) skill sequence. Discussion then centers on the variety of ways in which textbooks may be utilized in classroom instruction.

10. "Mapping Out the Year (long-range planning)"
Focus in this session is upon the use of textbooks and curriculum guides in preparing a general framework for the entire year's program; mathematics and social studies are used for purposes of illustration. Such long-range planning merely represents a general framework from which marked deviation may be anticipated, depending upon the academic abilities and backgrounds of the pupil.

11. "Weekly and Daily Planning"
Various alternative strategies of planning are examined. Initial focus is upon the development of weekly plans from which daily plans will then be prepared. Different techniques of planning are introduced and evaluated in terms of both their advantages and their disadvantages.

12. "Developing Specific Lesson Plans with Emphasis upon Objectives"
Students are given directions in preparation of standard lesson plan forms that are to be utilized during the student teaching experience. Careful explanation is provided as to why such detailed plans are required of student teachers when, realistically, it is well known that classroom teachers do not have either the time or the energy to develop such plans for every aspect of their teaching, when actually at work in the field. Particular emphasis is placed upon stating objectives in behavioral or performance terms.

13. "Stating Objectives in Performance Terms"
Students are given an opportunity to develop the ability to state objectives in behavioral and performance terms through use of Mager's filmstrip and tape.

14-20. "The Role of Educational Technology in Planning and Instruction"
A number of guest presenters took part in this phase of the major topic presentation whereby emphasis is upon effective utilization, operation, and production. Demonstrations and workshops are emphasized throughout this phase of instruction. Production activities centered upon the use of dry-mount press, preparation of transparencies, and lettering techniques related to preparation of charts.

The operational aspects of the program were designed to assist Insite students in becoming familiar with audio-visual equipment and materials with a view to becoming more creative, efficient, and interesting in their use of classroom materials while in training to become teachers. To wit, students were required to:

A. Learn how to operate the 16mm movie projector and how to perform simple maintenance of equipment, i.e., changing projector and exciter lamps.

B. Become familiar in the use and/or operation of the following:

1. The overhead projector.

2. The slide and filmstrip projector.

3. The opaque projector.

4. The 8mm single concept film and projector.

5. The tape recorder.

6. The Thermo-fax machine in making transparencies for overhead projection and spirit masters for use in making copies of materials for distribution to students.

7. The lettering equipment available in making transparencies charts.

8. The dry-mount press to include dry-mounting pictures, making charts, laminating and lifting of pictures.

9. High contrast photographic equipment when applicable in making overhead transparencies.

The primary aim of this phase of the media instruction was to assist Insite students in becoming creative in their efforts to bring to their students at University Schools the concepts, understandings, and factual materials involved in their teaching. An audio-visual assistant was available for three hours each teaching day to demonstrate and assist Insite students in the use and operation of audio-visual equipment and materials.

21. "Evaluating Student Performance"
Once again the emphasis is upon evaluating performance in terms of stated goals. The discussion centers upon various instruments and their limitations in terms of the changing process goals that are so important today, i.e., inquiry, imagination, critical thinking, and so forth. The relationship between the various facets of evaluation is explored--measurement, interpretation of results, the making of value judgments, and instructional action.

22. "Reporting Pupil Progress: Many Alternatives"
Focus is on the question of what shall be reported and on what basis. Alternatives are certainly present here in that progress may be related to various types of reference points (or standards): individual progress, the grade standard, one's competitive position in a given group.

23. "The Parent-Teacher Conference: An Apparent Trend"
Various types of conferences are described as well as techniques for carrying on parent-teacher conferences.

24. "The Personal Qualities of the Teacher"
Guest lecturer: Professor Harold G. Shane winds up the major topic by emphasizing the relationship between personal qualities and success in teaching.

## SPECIALIZED METHODS: THE LANGUAGE ARTS*

Our task was that of coordinating experiences and knowledge to prepare students for their role in developing a functional language arts program in the elementary grades. The following goals were specifically kept in mind for the student:

Understandings: The following understanding are basic to instruction:

1. Language is a foundational element of society and personality. Today's children especially must become proficient in its use.
2. Learning and mastering a language is a lifelong job. School programs take their place in this continuum.
3. The cultural background of the child limits as well as extends his potential.
4. Language is an individual thing. Being related to personality, it is very subjective and peculiar to each person.
5. Many variables influence language development.
6. There are many approaches to teaching language skills. This is especially true of reading.
7. Teachers of language need to know the research findings and trends in language methods.

---

*The following sections describing the specialized methods areas were prepared by members of our faculty team as follows: The Language Arts by Milton Marten, Mathematics by Linda George, Science by Roger Cunningham, and The Social Studies by Maxine Dunfee.

Attitudes. Experiences were designed to help the student:

1. Realize the importance of language in society and in economic situations.

2. Respect the child's background and experiences and personal language development.

3. Appreciate the impact of changes in language and language instruction.

4. Develop willingness to experiment, adjust, and adapt instruction to special needs of children.

5. Appreciate the role of language in content areas and allow time and energy to be spent in developing it.

6. Appreciate the importance of teamwork and cooperation of teachers in providing continuity and breadth of language experiences and instruction.

7. Realize the importance and value of a variety of factors influential in language growth and development at different age levels.

Skills: Teachers need to develop:

1. The ability to identify the abilities and needs of each child in language development.

2. Skill in planning effective experiences for individuals as well as for groups.

3. Effective teaching techniques at all elementary grade levels.

4. The flexibility to modify and adjust instruction to varying needs of children.

5. Security in effective use of a variety of teaching media and materials.

Due to its compactness, the acroclinical semester demanded an abbreviated program and a concentration of the most significant learning experiences.

Included among these was the "broad field" approach to the four phases of language arts. The discovery method, with Monroe's chart, also was used. The importance of oral language, an often neglected area, was brought into focus by identifying diagnostic possibilities and instructional opportunities. Listening, another overlooked area, was explored by a listening test, analysis of observable abilities, and suggested learning experiences. Also stressed was the value of literature as a means of influencing children's attitudes and understanding of the local, national, and world community, and, finally reading as a keystone of the elementary program.

In exploring the four broad areas of language arts, particularly in the area of reading, students were exposed to the new and more up-to-date methods of instruction. We frequently refer to these as alternative plans. It was our hope that through this discussion our students would have preparation for teaching through new approaches with which they might be confronted in teaching situations in the future. This discussion occupied a great deal of class time, and we questioned very much whether this time can be spent in such a compact acroclinical semester. Our plans for next year would be to abbreviate this phase of the program.

Another important phase in the area of reading was making plans for actual instruction of reading in the beginning stages, the primary grades, and the intermediate grades. A series of lesson plans was required of students in each of these areas. On several occasions simulated teaching experiences were set up and these students taught members of their class in groups of four or five. Obviously, this is not as effective as bringing children into the group, but it is much more efficient and much more easily organized.

Since modern methods in reading involve a good deal of individual instruction and individualization of effort, a portion of time was spent in diagnostic reading and analysis. The students were taught how to identify problems in various areas of reading. Remedial techniques were then suggested and in some cases also demonstrated. A number of important films were shown which would help students recognize instructional programs in actual operation in the classroom. We believe that video tapes of teachers in the University School demonstrating precisely those things that we will wish to describe would be more effective.

Expressing the importance of literature in children's reading experiences, several periods are devoted to the discussion of children's books and the opportunity they provide for enlarging and enhancing the reading program.

In the area of creative writing, students were exposed to a number of new approaches to induce creative thought. Recordings and interesting tapes which developed creative ideas and abstract thought were used to encourage the writing of poetry and free composition. Stimulation with pictures and real experiences were used to encourage creative writing as a normal expression.

In general, we felt the tightness of the program. Let us say that we have had to learn to abbreviate our methods to emphasize those things that are most important.

We looked for new techniques and ideas which would enlarge the students' concepts and perception and enable us to save time.

Among those things used was role-playing in instructional situations. Assuming the roles of children and teachers, students simulated classroom procedures. We also used a series of films which has been accepted widely in teacher education and which demonstrates various teaching techniques. A number of tape recordings were put into use, among them demonstrations of children's reading and instructional materials for creative writing. Through the many transparency projects developed, the work of children was displayed for class viewing and analysis. Extensive use was made of the analysis of textbooks and teachers' manuals. This was done because we assumed that for the first years, students would be leaning very heavily upon them and should be able to analyze and utilize them to their fullest extent. Courses of study and syllabus outlines from various school corporations were made available. Students were asked to analyze them or draw plans from them in simulation for planning to teach.

In general the following topic outline was utilized although changes did take place the second semester, depending upon seminar content and development of the major topics: Some were single sessions, others double.

Session 1. Overview of the Language Arts

Session 2. Principles of Linguistics

Session 3. Factors Involved in Language Growth

Session 4. Introduction to Reading

Session 5. Planning to Teach Reading

Session 6. Planning to Teach Reading

Session 7. Word Attack Skills

Session 8. Word Attack Skills

Session 9. Intermediate Reading

Session 10. Intermediate Reading

Session 11. Diagnostic Procedures for Determining Reading Difficulties

Session 12. Remedial Reading

Session 13. Literature for Elementary School

Session 14. Oral Language

Session 15. Oral Language

Session 16. Listening

Session 17. Spelling

Session 18. Handwriting

Session 19. Creative Writing

Session 20. Creative Writing

Session 21. Evaluation

## SPECIALIZED METHODS: MATHEMATICS*

In the course of 28 contact hours, an attempt was made to help the student become more proficient and more effective in the teaching of elementary mathematics. A variety of techniques was incorporated to accomplish this task. Workshops, student demonstrations, films, video tapes, and lectures were used during the semester. Because many students are weak in mathematics content, the course emphasis was heavier on content at the beginning and heavier on pedagogy at the end. Both modern topics and traditional topics were discussed. Each topic, however, was viewed in the light of modern methodology.

An attempt was made to correlate the specific objectives of the University Elementary School program with the broader aspects of the new mathematics programs. The broad aspect of mathematics involved a general examination of the approach currently stressed in many mathematics programs and in much mathematics research. The uniqueness and the immediacy of practical needs within the University School elementary mathematics program were examined in conjunction with mathematics programs in general and with the theory underlying such programs. This combined approach illustrated the functional relationships between theory and practice. Findings from methods could be put into effect soon after they had been discussed in methods classes.

Throughout the course the students took an active part in learning activities. Extensive exposure to concrete materials was provided. Emphasis throughout was placed on such concepts as structure, patterns, teaching at various levels of abstraction, discovery processes, and techniques for building pupil interest. Student assignments varied. Of course, there were the customary textbook assignments and short written exercises. Students also prepared lesson plans. Where possible, these lesson plans were related to the University School situations with which the Insite students were familiar. In this way the mathematics methods course was partially conducted in relationship with the University Elementary School mathematics program. Insite students were encouraged to bring their concerns about mathematics teaching from the elementary classroom to the methods class. Individual assistance in mathematics was given on several occasions to Insite students. Each student was responsible for the preparation of an activities folder or file. Each folder was to be designed for use in student teaching at University School as well as in later teaching assignments. The precise contents were determined by the individual student. Generally, the folder was to be designed to help the student to individualize instruction in arithmetic.

---

*Prepared by Linda George

On the whole, we were pleased with most phases of the course, but efforts are being made to refine various segments. For example, efforts are being increased to involve the Insite student even more closely with the learning activities of the elementary children. We are working toward closer articulation between the University School functions in mathematics and methods classes, being ever cautious of the need to broaden the student's perspective of mathematical opportunities within the elementary program beyong the immediate contact with the University School.

The broad goals which were set for the INSITE students in elementary math methods were the following:

Broad Goals.

1. To recognize the importance of mathematics in the curriculum of the elementary school.
2. To identify the salient features of theories about how children learn, as those theories apply to the teaching of elementary school mathematics.
3. To become familiar with content and methodology of the "modern mathematics" movement.
4. To become aware of the potential use and value of various manipulative devices and concrete aids as they apply to the teaching of elementary school mathematics.
5. To acquire skill in planning, organizing and presenting learning experiences in mathematics at the elementary school level.
6. To develop an understanding of the quantitative relationships inherent within the Hindu-Arabic numeration system.
7. To become cognizant of the structure of elementary school mathematics.

Topics:

In view of the broad goals, the following topics were selected:

Session 1. Mathematics--Past, Present, and Future. Historical development. Why study mathematics? Characteristics of a modern program. Implications for the future. (lecture, discussion)

Session 2. Objectives of the Modern Mathematics Program in the Elementary School (discussion)

Session 3. Learning Theories as Related to Instruction in Elementary School Mathematics

Faculty psychology. S-R Bond psychology.

Gestalt psychology. Developmental psychology. (lecture)

Session 4. Elementary Number Theory Primes

Composites. Erathosthenes sieve. Divisibility. (lecture)

Session 5. Bases and Places

Number-numeral distinction. Numeration systems.

Number bases. (lecture, workshop session)

Session 6. Introduction to Sets

(discussion centered around film from the Greater Cleveland Mathematics Program)

Session 7. Set Language (student demonstrations)

Session 8. Activities Folder

Major assignment--explanation and illustration. (discussion period)

Session 9. Geometry (extra period)

Intuitive geometry. Description of the work of Suppes and Hawley (lecture)

Session 10. Geometry conclusion (work session)

Number Properties

Frame Arithmetic (As related to the work of David Page of the University of Illinois Arithmetic Project).

Session 11. Number Sentences (activities period)

Session 12. Development of Number and Measurement Concepts Contributions of the Geneva School. Approaches to initial instruction in mathematics. Use of such materials as Cuisenaire rods. (discussion, work session)

Session 13. Written Exercise

Activity Folder Check

Session 14. Teaching of Addition (lecture)

Session 15. Teaching of Addition (lecture, discussion)

Session 16. Teaching of Subtraction (lecture)

Session 17. Teaching of Multiplication (lecture, demonstration)

Session 18. Teaching of Division (lecture, demonstration)

Written exercise.

Session 19. Measurement

What is measurement? Standard vs. non-standard measurement.

Ford charts on measurement. Linear, area, and volume measurement.

Techniques for deriving area formulas. (lecture demonstration)

Session 20. Measurement

Discovery through manipulation of materials. (activities session)

Session 21. Teaching of Fractions

Understanding fractional numbers. Fundamental operational with fractional numbers. (lecture, demonstration)

Session 22. Decimals and Per Cents (lecture)

Session 23. Problem Solving (activities session, discussion of effective techniques)

Session 24. Evaluation

Standardized tests. Teacher-made tests

Session 25 Summary

The students were required to complete assigned readings from Kramer[1] and the NCTM Yearbook[2] as they related to the topics outlined. Their "activities file" or folder had to be a selective compilation of mathematical puzzles, games, and problems, the result of a study of various source materials. The specific contents were up to the discretion of the individual student and were determined by his particular needs. They were required also to complete two lesson plans, the first to be directed toward a modern topic in mathematics, the second to pertain to a topic in arithmetic to be taught, if possible, during student teaching. Periodic quizzes were administered and homework sheets were assigned.

---

[1] Kramer, Klass, The Teaching of Elementary School Mathematics, Boston: Allyn and Bacon, 1966.

[2] National Council of Teachers of Mathematics, Topics in Mathematics for Elementary School Teachers (Twenty-ninth yearbook). Washington, D.C.: The Council, 1964.

## SPECIALIZED METHODS: SCIENCE*

As an attempt to design a course that would most suitably meet the needs of the students in this program during the short time available, it was decided in the very beginning to place emphasis on four topics. Again, because of the time factor and the need to place greater emphasis on some phases, equal attention was not given to each of these four topics. Neither were they treated as separate entities. A theoretical background for the teaching of science was treated briefly in the very beginning and dealt with throughout the course as it related to various topics or activities. Attention was given to questions like "What is science?" and "Why teach science in the elementary school?"

Throughout the course emphasis was given to both the content and processes of science. Selected content areas were dealt with as identified with the needs of elementary school teachers. Greater emphasis was given to the processes of science through the use of workshop activities that were adaptable to the classroom. These activities were carried out and evaluated as to their effectiveness for good learning.

Much attention was given to the planning of teaching-learning activities for science. The examination and evaluation of textbooks and resource materials, plus workshop activities and demonstrations, served to provide a resource for planning a teaching unit which would culminate all class activities.

A part of the preparation for this unit involved the fourth major goal of the course. Every student was required to plan, organize, and teach a lesson to his peers as a test of the materials developed for the unit and in preparation of the teaching of this unit in the classroom. The majority of the students had the opportunity to carry out this last phase--teaching their planned unit in the classroom with children--and in most cases experienced significant success. The success achieved has been rewarding enough so that this has been identified as the primary goal of the program for the coming year when a part of the class activity will involve bringing children into the classroom for the demonstration lesson rather than the role-playing situations by the peer group used with the pilot group.

Basic Approach. Lecture sessions included a discussion of the theoretical background of science teaching with discussions focusing on the key topics of science. Attempts were made to describe the important techniques of planning effective teaching-learning experiences and were sometimes accompanied by demonstration lessons. Included in these presentations were discussions of the "big ideas" in science in the elementary school, time that should be devoted to instruction for science, problems of getting materials, planning field trips, and the use of textbook materials.

---

*Prepared by Roger Cunningham

Demonstrations included illustrated examples of poor and good lessons which provided opportunities to evaluate and reconstruct these lessons into more effective experiences.

Workshop sessions were of two types. In the beginning emphasis was placed on the process of science--observation, classification, measurement, experimenting, collecting data, etc. The attempt here was to provide participation experiences that would form a basis for developing effective learning experiences, once the Insite student was in a teaching role in his own classroom. These sessions also furnished a foundation for selecting activities to be included in lessons and units that would be planned for teaching demonstrations later in the course. The second phase of the workshop sessions included those with emphasis on content areas that often give elementary school teachers the greatest difficulty. The attempt was to provide enough background so as to gain familiarity and confidence with these content areas in order to develop better learning experiences in the classroom.

Students were provided frequent opportunities to formulate their own lesson plans. These sessions included examination and evaluation of textbooks, sourcebooks, curriculum study programs being developed, as well as several other resource materials. During these sessions the students utilized such materials in a workshop atmosphere to prepare plans for their demonstration lessons, two-day lesson plans, and their unit of study that would serve as their source and plans for teaching science in the classroom during full-time or half-time student teaching.

Organization. The basic plan included the following segments: (1) lecture-discussion sessions, including the rudiments of good science teaching, rationale for teaching science, good and poor experiences, and processes of science; (2) objectives for planning effective learning experiences, which was handled in many ways, including lecture-discussion, hand-outs, and experiences developed in workshop activities; (3) the use of materials and resources in planning good teaching-learning experiences; (4) the planning of lessons and evaluation of learning experiences; (5) planning, organizing, and carrying out a demonstration lesson that was given to and evaluated by the peer group and instructors; (6) content background often unfamiliar to elementary school teachers--discussions, readings, and workshops; and (7) the use of planning teaching units in the classroom, sometimes typed for evaluation and at other times viewed by the methods instructors.

The following objectives were sought:

1. To develop a positive attitude toward the teaching of science.

2. To encourage students to be more aware of everyday situations that are the sources of good science experiences. Their own awareness, curiosity, and questioning should then provide a basis for stimulating their students.

3. To develop a familiarity with science apparatus and materials.

4. To develop an understanding of and a working knowledge of how to use science curriculum project materials, textbooks, and resource materials; and to develop an ability to use these resources in planning and carrying out effective teaching-learning experiences.

5. To develop an ability to plan and carry out an effective teaching-learning experience and evaluate this planned experience after it has been taught.

6. To develop an ability to identify and write objectives for planned experiences in behavioral-performance terms.

7. To develop an understanding of the processes of science as these relate to learning and the teaching of science and science activities for children.

8. To become actively involved in actual learning experiences as they are presented in workshop sessions and to utilize these as sources of teaching-learning experiences for the classroom.

9. To develop an ability to criticize and evaluate a lesson that has been planned and taught, and to recognize the characteristics of a good lesson.

Ten major understandings were emphasized:

1. One of the first tasks in teaching science is to teach the inquiry processes of science. Inquiry skills provide the learner with the tools for independent learning.

2. The problem of science teaching is to produce learners with the concepts and modes of inquiry that will permit them to understand changes in science. The child establishes his conceptual framework through inquiry. While the significant facts in science change at bewildering rate, the conceptual structures are more stable.

3. Science is a systematic and connected arrangement of knowledge within a logical structure of theory. Science is also a process of forming such a structure.

4. When facts, which have meaning for the learner, are tied into a logically related conceptual pattern, retention is improved and insight is more likely to occur. The test of learning is the extent to which a student is able to use a conceptual pattern and associated inquiry skills in new contexts.

5. Children have to be taught to consider alternatives and to recognize that answers must be sought in the environment of the problem, not primarily in activities of the teacher. That is, they need to learn a pattern of delaying responses and of tolerating uncertainty until sufficient data are collected and alternative hypotheses are evaluated.

6. Problem-solving is only one small part of scientific inquiry. We are seeking to develop a range of inquiry skills within the structure of a discipline which permits the student to increase his own efficiency in knowing.

7. The investigative strategies in science and the organization of scientific knowledge suggest valid and desirable principles of teaching. Stressing these procedures has the effect of minimizing authoritarian teaching and encouraging independent learning.

8. Although the information phase of science is tenuous and overwhelming in amount, there are small number of theories, laws, principles, and inquiry processes which provide the basis for interpreting a great variety of phenomena. These phenomena have an inherent interconnectedness and much interrelatedness.

9. The emphasis on the inquiry processes implies that pupils should explore a limited number of significant problems in depth rather than survey many topics in a superficial manner.

10. The investigative nature of science also suggests a need for pupils and teachers to plan investigations cooperatively in development of the inquiry processes through problem solving situations. Careful pre-planning by the teacher makes these experiences more purposeful rather than expedient. The teacher's own awareness, curiosity, and questioning should provide a basis for stimulating pupils.

Instruction in this specialized area of instruction centered upon the student developing skills such as these abilities:

1. To identify significant areas of learning for children to pursue.

2. To display ability to use common science apparatus.

3. To utilize resource materials to plan areas of learning.

4. To display an ability to formulate and use effective questioning techniques.

5. To be able to identify, organize, and adapt good science activities for use in the classroom.

6. To display an ability to state and write behavioral objectives.

7. To lead discussions and inquiry sessions with success.

8. To be able to carry out effective demonstrations.

9. To be able to formulate measurable evaluation techniques that relate to established objectives.

10. To display an ability to organize activities around the processes of science.

Developing appropriate attitudes toward science was also an important aspect of instruction. It was hoped that the student would:

1. See the importance and proper place of science in the curriculum.

2. Desire to develop effective teaching-learning experiences for the classroom.

3. Have an interest in developing realistic problems for children.

4. Demonstrate awareness of the nature of inquiry and problem solving in science.

5. Demonstrate awareness of the importance of good planning and preparation in science.

6. Display an absence of fear to try science activities and to experiment with new activities or approaches.

7. Be aware of the many possibilities for good science activities.

8. Show concern for meeting the individual needs of children through science.

9. Display a more personal interest in everyday events or the immediate environment in search of problems for children.

10. Display a more questioning attitude.

The following timetable was used in preparing a general overview of the program.

| Session | Topic | Time |
|---|---|---|
| #1 | Introduction: What is science? The nature of science. Conceptual schemes. Inquiry. Demonstrations. | Two hours |
| #2 | Learning Theory | Two hours |
| #3 | Objectives and Evaluation | Two hours |

| Session | Topic | Time |
|---|---|---|
| #4 | Inquiry Sessions | Double period |
| #5 | Inquiry Sessions | Small groups |
| #6 | Inquiry Sessions | (Primary)<br>(Intermediate) |
| #7 | Inquiry Sessions | |
| #8 | Resources and Planning | Double periods |
| #9 | Two-Day Lesson Plan. Examination and evaluation of textbook materials and resources. | Double periods (2 groups) |
| #10 | Evaluation and discussion of two-day lesson plan. Work on unit. | Single session |
| #11 | Demonstration lesson with children | 20 minute sessions |
| #12 | Demonstration lesson with children | 60 to 90 minutes |
| #13 | Demonstration lesson with children | |
| #14 | Demonstration lesson with children | |
| #15 | Demonstration lesson with children | |
| #16 | Hand in units--Evaluation and Discussion | One hour |
| #17 | Evaluation and Lysophobia* | One hour |

---

*Lysophobia--an abnormal fear of becoming insane.

## SPECIALIZED METHODS: SOCIAL STUDIES[*]

This phase of the program was designed to help prospective elementary teachers make progress toward achieving the following understandings, attitudes, behaviors, and skills.

Understandings:

1. Social studies is both content and methods: the content is the study of human relationships; the method is problem-solving.
2. Adequate understanding of the society in which we live and the children we are teaching is basic to development of effective social studies experiences in the classroom.
3. Social studies content focuses on certain basic generalizations which serve as explaining principles for the discipline.
4. Content is selected which will best enable a particular group of children to gain increasing depth of understanding of selected generalizations.
5. Problem-solving methods imply that teacher and pupils will identify significant problems and cooperatively plan ways of gathering data to solve those problems.
6. Problem-solving methods require that pupils explore a limited number of significant problems in depth rather than survey many topics in a superficial manner.
7. Methods of research are more likely to be useful in the future lives of pupils than a mass of information which, while significant at the moment, may soon be out-dated.
8. Careful preplanning by the teacher makes teacher-pupil planning more effective and insures that experiences are purposeful rather than expedient or "for fun."
9. Social studies taught through problem-solving is one of the best guarantees that individual differences will be met in challenging ways.
10. Social studies provides an excellent opportunity to challenge pupils to think critically and creatively, to be dissatisfied with superficial handling of a problem or inaccurate sources of information, to look with a critical eye upon the textbook, and to be willing to "dig in" when there is a problem to be solved.
11. There is a body of skills which is essential to efficient problem-solving and which must not be neglected in social studies instruction.

---

[*] Prepared by Maxine Dunfee

12. Social studies can be a valuable integrative force in the curriculum, a center around which many other aspects of the school day may on occasion be centered. Such integration is highly desirable and enriches both the social studies and other areas of the curriculum.

Attitudes.

1. Awareness of the significant role of social studies in the curriculum.
2. Desire to give social studies its fair share of attention in the daily school life of children.
3. Interest in identifying real-life problems suitable for exploration in the social studies classroom.
4. Awareness of the nature of inquiry and problem-solving in social studies.
5. Realization of the importance of the development of methods of problem-solving.
6. Appreciation of the need for careful planning for social studies experience.
7. Awareness of the importance of pupil involvement in planning social studies experiences.
8. Awareness of the wide variety of data-producing experiences available for social studies instruction.
9. Interest in becoming acquainted with a wide variety of resources useful in social studies instruction.
10. Concern for meeting individual needs of pupils through social studies.

Skills.

1. Identifies significant areas of learning for children to pursue.
2. Uses resource units in planning for areas of learning.
3. Plans interest-catching initiations for areas of learning.
4. Helps pupils identify thought-provoking problems for study.
5. Challenges pupils to search for solutions to problems.
6. Plans successfully with children for the implementation of their ideas.

7. Selects experiences in terms of their value in developing specific understandings, attitudes, or behaviors.

8. Uses maps, time-lines, and other visual devices in teaching particular kinds of relationships.

9. Helps pupils set up standards for group work and guides them in carrying out group responsibilities.

10. Uses a variety of resources in developing experiences with pupils.

11. Makes effective lesson plans for specific segments of the areas of learning.

12. Leads discussion and inquiry sessions with success.

13. Constructs appropriate test items to measure pupil learning.

14. Helps pupils generalize from their data-producing experiences.

The course was designed to take advantage of ideas developed by Dr. Edward Buffie in his major topics lectures and demonstrations; whenever integration could be achieved, social studies class discussions used the major topics as points of departure in examining theory of methods of teaching social studies.

The course was designed, in addition, to take advantage of the students' experiences in the elementary classrooms of the University School. Specifically, integration was sought through class discussions of common problems noted in teaching social studies in the elementary classroom, preparation of resource units and lesson plans to be used in the classroom, and individual consultation with students as they made plans for their pupils.

The class-by-class outline of the course was developed as follows:

Two-Hour Sessions.

1. Initiating an area of learning (transportation)--demonstration and role-playing with an arranged environment and dramatic play.

2. Justifying the study of transportation through an analysis of the objectives of social studies and identifying specific understandings, attitudes, and skills and behaviors for such a study.

3. Planning ways to initiate a study of transportation and evaluating these plans in terms of selected criteria.

4. Exploring ways to help pupils locate data about their problems through reading, community experience, construction and processing, and experiences with other educational media.

5. Demonstrating learning experiences through which pupils gather data needed in the solution of problems they have identified.

6. Regulating social studies experiences to other areas of the curriculum--to skills and to creative abilities.

7. Practicing the techniques of discussion which pupils need in sharing data they have gathered.

8. Identifying the function of resource units and examining some that have been prepared.

9. Planning culminating experiences.

10. Organizing for the preparation of resource units.

One-Hour Sessions.

1. Planning specific lessons in social studies and recording plans.

2. Working in primary and intermediate groups on resource units.

3. Planning ways to evaluate the achievement of objectives in a social studies area of learning about transportation.

4. Analyzing test items constructed by group members.

5. Working in primary and intermediate groups on resource units.

6. Exploring social studies as an area of curriculum, problem-solving, scope and sequence.

7. Use of textbook and curriculum guides.

8. Evaluating Insite students' success in meeting the objectives of the course.

## THE SEMINARS

During the first semester seminars were scheduled at two times. As indicated previously, seminars were held during the orientation week. Seminars were not held again until the end of the semester, when students were engaged in full-time student teaching.

During the month of January, weekly seminars were held. Participation, for the most part, was limited to the student teachers and their respective college faculty members who were responsible for their supervision. In other words, four separate seminar groups met each time. Seminar topics were generally planned by the faculty team, although one session was left open-ended--students were to identify problems and/or areas of concern. One session had discipline as its major focus, while the remaining sessions dealt with instructional concerns related to language arts, mathematics, science, and social studies.

The second semester brought a change in our approach to the seminar concept. This came about as a result of several things. First of all, the college faculty felt that they wanted to maintain a continuing contact with that small group of students for whom they were responsible for supervising. Despite the heavy emphasis upon planning--the assumption thereby being that students would have considerably less difficulty with classroom management--it was obvious that greater attention should be centered upon maintaining good classroom management. The focus of such discussions could very appropriately and logically be centered in the early phases of the program when the students did not have very heavy teaching responsibilities. Through directive observation and subsequent seminar discussions, it was hoped that our students would be able to move ahead more rapidly in the development of management skills. Incidentally, this is not an aspect of one's professional preparation usually dealt with during the professional methods aspect of one's work, though, of course, it is true that considerable attention is paid to this topic in the psychology course which was a prerequisite for the acroclinical semester. However, it should be pointed out that at the times students take this course, they are not at all responsible for instruction nor do they have any field contact with children. Another reason for expanding the number of seminars related to the fact that major topics themselves were being compressed in view of our experience during the first semester. Several of these topics could easily be tied into seminar discussions, i.e., homework, conducting parent-teacher conferences, and so on.

As a result of the team discussions, certain purposes were identified in support of the idea of extending seminars. In addition to the desire to provide continuous contact with our assigned students throughout the semester, we also felt it was important and necessary to (1) provide opportunities for resolving difficulties and releasing tensions, particularly in the earlier phases of the program, (2) encouraging the utilization of faculty and staff resources throughout the semester, (3) reinforce ideas of concern identified in the general stream of the semester, (4) introduce new decision-making encounters which reflect student experiences or future professional needs, and (5) familiarize students with a variety of physical classroom environments as they exist in the University School. Many matters of an administrative nature could be easily and more appropriately handled through seminars rather than to take the time for formal college instruction.

Our experience from the first semester clearly indicated that greater specificity would be required if our seminars were to be significantly improved. Certain kinds of reference points could well serve as both a backdrop and a springboard to successful seminars. It was decided to formulate a very well designed set of questions (similar to the pattern used in the orientation seminars) and to relate these to one's classroom experience as a student teacher and to appreciate chapters from *We Do Not Throw Rocks At The Teacher!* For example, the following were utilized in early seminars:

How do pupil-pupil relationships and teacher-pupil relationships contribute to (or impede as the case may be) children's learning?

1. How do teachers help pupils work together?
2. How do teachers promote friendly relationships among pupils?
3. How do teachers manage disruptive incidents?
4. How do teachers encourage pupils to do good work?

Review Chapters 2 and 14 from *We Do Not Throw Rocks At The Teacher!*

How do teachers help students develop self-control?

1. How are general school rules for behavior *outside the classroom* made known and enforced?
2. How do teachers and pupils arrive at standards of good conduct?
3. What responsibilities do children have for maintaining good working conditions?
4. What do teachers do when behavior standards are not maintained?

Review Chapters 2, 8, 9, 10 from *We Do Not Throw Rocks At The Teacher!*

How do teachers initiate and encourage purposeful learning?

1. Under what kinds of conditions do children seem most eager to learn?
2. How do you account for the fact that all children may not seem equally interested in a given lesson?
3. What techniques do teachers use to create and stimulate enthusiasm and interest?
4. Under what circumstances might external motivation be necessary?

Review Chapters 25 and 23 from *We Do Not Throw Rocks At The Teacher!*

What kinds of provisions are being made for individual differences in the various curricular areas: language arts, mathematics, science, and social studies?

Review Chapter 11 from *We Do Not Throw Rocks At The Teacher!*

Frequently cooperating teachers were invited to take part in the Insite seminar. Our cooperating teachers had copies of the book, as well as the seminar outline (questions) for each week. _We Do Not Throw Rocks At The Teacher_, incidentally, is written in a very light vein and deals with such practical aspects of teaching as discipline and classroom control, the teacher and public relations, and parent-teacher conferences. The book consists of the following chapters:

When Common Sense Appears Uncommon

How Many Bells for a Fire Drill, Again?

On Being Pro, Not Anti

Has Anyone Seen My Keys?

Contentment Is a Pretty Room

Who Will Clean Our Lovely Snake Cage?

The Broken-Crayon Monitor

Now Enter Billy Bully

We Do Not Throw Rocks at the Teacher!

On Giving In for the Moment

A Pox on Him Who Finishes Too Fast!

The Letter That Goes Home (Again)!

The Perennial Offender

Efficacious Bouncing

The Golden Rule Remains Golden

The Teacher Is Not a Peer Group

But I Really Want to Be Loved!

Trippingly on the Tongue

Veni, Vidi, Vici!

On Hoisting the White Flag

It's Clean-Up Time!

That Smashingly Quiet Hour

When Nothing Works

A Parent-ing We Will Go!

It's Tuesday Already!

Teacher Conservation Program

These Teachers I Try to Forget

These Teachers I Will Always Remember

But You Don't Look Like a Teacher!

Nota Bene!

Later another paperback was utilized for seminar discussions, Why Pupils Fail. Discussions centered upon such topics as strategy, fear and failure, real learning, and how schools fail.

The seminars were also used to introduce various other facets of the acroclinical program. Some sessions dealt with planning problems, others with video taping and/or evaluation procedures. Still other sessions were devoted to visiting classrooms to see how environments were arranged, follow-up of professional meetings, and social gatherings.

## STUDENT TEACHING

Because the student teaching activities over the semester have been rather carefully described elsewhere in this report, we will not go into unusual detail at this juncture. However, there are several things that should be pointed out about this phase of the acroclinical semester pertaining to changes that were made from the first semester to the second.

We have already alluded to some of the difficulties that our students had during the fall semester as these pertained to classroom management. Much of the difficulty here must be assumed by the professional staff because of the way in which the program was developed and administered.

During the early phases of our first acroclinical semester, the student teacher's first contact with the classroom beyond the orientation activities was limited to contacts at the following times: between 8:00 and 8:30 when pupils were first arriving at school (classes did not begin until 8:30 a.m.) and from 11:00 to 11:30 through the pupils' lunch hour. A situation such as this made it necessary for the student teachers' first contact with pupils to be one of a very informal nature since, generally, instruction was not taking place during the times when the student teacher was in the classroom. As a result, all too many students and pupils developed a "buddy-buddy" relationship rather than a more mature professional teacher-student relationship.

In a way, many of the early problems of classroom management can be traced back to the beginnings of such relationships. The rationale behind the decision for teachers to have continual contact with their classrooms each day--no matter how informal--can be traced back to the planning team's concern that students have a continual daily contact with students throughout the entire semester.* It was hoped that each contact would be most helpful in helping the student teacher get to know the pupils better and would enable them to have a more complete understanding of the program which was unfolding during the early stages of the semester.

Another problem related to the fact that there were three student teachers in each classroom. The number of adults to whom the children were responsible in one way or another proved to be too confusing to the children, particularly young children, and certainly was detrimental to all concerned. This concern was expressed not only by college faculty but by the cooperating teachers in the University School and by our own student teachers as well. For the most part, there was relatively little difficulty regarding cooperating teachers and children working with two student teachers in a classroom. As a matter of fact, there were some very distinct advantages because it was possible, therefore, for student teachers to observe each other at work, as well as to see demonstration teaching by the cooperating teacher. At any rate, the decision was made for the second semester not to assign more than two teachers to a cooperating faculty member.

In addition, there was a very definite need to describe in more specific terms the kinds of activities that the college student should be involved in during the various phases or blocks of the acroclinical semester. As one might anticipate, the greatest difficulties arose during the times students were involved in half-time student teaching, since they still had academic responsibilities. The second semester found students spending one full day in the classroom with lengthy planning sessions preceding the day's activities the night before. This procedure seemed to work much more effectively, for the students and cooperating teachers would plan in detail the night before regarding the responsibilities that students would have the next day. The students would spend the day in the classroom, having gradually increasing responsibilities for various instructional activities in keeping with their growing knowledge and competence, as evidenced by their participation in the formal college classes. In addition, the amount of time spent in half-time student teaching was reduced and greater emphasis and opportunity was placed upon full-time teaching responsibilities.

---

*When planning that phase of the acroclinical semester which dealt with student teaching, the EAPT had considerable help from members of the University Elementary School administrative staff.

## VIDEO TAPING: A SPECIAL STUDENT TEACHING FOCUS

Video taping has served as one means of evaluating student teaching performance in the classroom. There is presently no better way by which the student teacher can be both teacher and observer simultaneously than when viewing the video tape. A self-evaluation must be made not only of one's appearance, but more important, of what he does--how he speaks, listens, and responds to the children; the type of questions he asks; the effective use of materials; the degree of continuous motivation and corresponding sustained involvement manifested.

The student teachers were given at least two opportunities for video taping, these being made at different times during the student teaching experience so that comparisons might be made. The first taping was made for the purpose of determining the student teacher's mannerisms, as well as his effectiveness, progress, and weaknesses at this point. The second taping, like the first twenty minutes long, was used more specifically to ascertain the teacher's progress in light of the evaluation from the first taping.

In order to make the evaluations of the two tapings more objective, a comment sheet was provided for the student teacher, the cooperating teacher, and the Insite faculty. These were discussed jointly after all three parties had completed the form. The students had the major responsibility for self-evaluation and analysis.

It would be strange, indeed, if one were to look into a mirror only twice during his life; and it would be equally strange if a teacher were to evaluate his teaching within the scope of two video tapings. The essential value of video taping, therefore, is twofold: (1) immediate feedback for ascertaining strengths and weaknesses, and (2) the long-range training for developing a critical eye for one's continued improvement.

The comment sheet which was used as a frame of reference for evaluation listed the following items to be considered:

1. Personal appearance

2. Mannerisms and/or voice

3. Objectives and/or purposes of lesson

4. Questioning techniques

5. Sensitivity to children's comments, reactions, and comprehension

6. Use of materials

7. Handling of critical incidents and/or discipline

8. Outstanding strong points

9. Outstanding weak points

10. Recommendations for improvement

## EVALUATION

As mentioned earlier, the students did not receive any grades for their work during the acroclinical semester. Insofar as the official record is concerned, only a "satisfactory" or an "unsatisfactory" was recorded. This is not to say, however, that evaluation was not an important aspect of the program. For the student this took many forms. As a result of their work in the acroclinical semester, two formal narratives were prepared for inclusion in the student's official credentials. One was prepared by the student's cooperating teacher and was similar, if not identical, to that which is required in the regular student teaching program. This particular report consisted of (1) a narrative statement regarding student teaching performance and (2) a check list. The second statement was prepared by the student's cooperating college supervising faculty. This faculty-college intern duo was able to discuss the student's performance in relation to the total semester. Each student's performance was viewed in the context of his professional instruction. In other words, insofar as special methods instruction was concerned, the real "proof of the pudding" was to be found in the student's performance as distinct from the more typical evaluative procedures used in methods courses on campus which normally take the form of examinations, term papers, and so on.

Insofar as college instruction was concerned, some short check tests were given in various methods courses throughout the course of formalized college instruction. However, as one can note from the previous description of various facets of the formalized college program, not too much emphasis was placed upon testing as such. The primary focus was upon developing the competence and capabilities required for successful planning and performance in the classroom with children. In addition to these rather infrequent tests that were given in formal college classes, there were several other opportunities for evaluation throughout the semester. Always the emphasis was upon self-evaluation and this for some students was an extremely difficult task. On two or three different occasions throughout the semester, students were called upon to make a self-evaluation of their student teaching performance. Such evaluations then served as a basis for a formal discussion and analysis for each person's performance by the cooperating faculty and college supervising faculty together. In other words, focus was upon three-way conferences. In addition, there was a formal student-college faculty conference. Since this latter conference dealt with matters more akin to professional studies in college instruction, cooperating faculty members from University School did not participate. It should be pointed out that in three-way conferences not only did the student fill out the self-evaluation form, but the cooperating faculty members also filled out a similar form. The following forms were used in the evaluation process each semester.

# Self-Evaluation
## INSITE - - - - - - MIDPOINT

Because much of the burden for learning in depth and growing in the teaching profession has been placed upon you, it is wise at this point to encourage some soul-searching and self-evaluation. A personal interview with a team of your instructors has been arranged to give you an opportunity to communicate to them the extent of your progress as you envision it.

To help you utilize this conference to the fullest, and to give the staff a record of your self-evaluation, this form has been devised. Kindly respond to the questions below with statements that indicate your measured opinions of your progress, your point of readiness, and your background in the areas indicated.

Be brief, honest, and thorough.

1. To what extent are you beginning to feel and perform as a teacher according to the ideal image of a teacher you have developed?

2. How well do you know the scope and content of each of the methods areas?

3. How secure are you in your knowledge of the various teaching-learning opportunities in each of the areas?

4. How well are you acquainted with the range of materials each area offers?

5. How confident are you in your ability to plan effective lessons in these areas?

To Cooperating Teachers
Block II

## DESCRIPTION OF STUDENT TEACHER'S INVOLVEMENT DURING OCTOBER*
(Due November 2)

| Ways in Which Student Teacher Was Involved | Weaknesses Manifested | Strengths Manifested |
|---|---|---|
| I. Recording Information: | | |
| II. Preparing Teaching Materials: | | |
| III. Helping Manage Classroom Routines: | | |
| IV. Assistance with Classroom Activities: | | |

Additional Comments:

---

*Evaluative form used for early student teaching activities. Completed by cooperating faculty. Used by student teachers, cooperating faculty, and college supervisors.

To Student Teachers
Block II

## ASSISTANCE FROM COOPERATING TEACHERS DURING MONDAYS IN OCTOBER[*]

(Due November 2)

| Description of Assistance Received | Helpful | Not Helpful |
|---|---|---|
| I. Recording Information: | | |
| II. Preparing Teaching Materials: | | |
| III. Helping Manage Classroom Routines: | | |
| IV. Assistance with Classroom Activities: | | |

Additional Comments:

---

[*] Evaluative form used for early student teaching activities. Completed by student teachers. Used by college supervisors in their work with cooperating faculty and students.

## PRESENTATION EVALUATION FORM*

Student Evaluated ______________________

Evaluator ______________________

Lesson Presented ______________________

Date ______________________

## I. FACILITY OF PRESENTATION (Circle appropriate descriptions)

1. Quality of voice
    - a. too high pitched
    - b. nasal
    - c. strained
    - d. clear and distinct
    - e. adapted to size of class
    - f. well controlled & modulated
3. Body mannerisms
    - a. too active
    - b. inactive
    - c. body movements are meaningful
    - d. uses distracting mannerisms
2. General speech
    - a. pronounces words correctly
    - b. uses suitable vocabulary
    - c. enunciates carelessly
    - d. uses slang
4. Feedback consciousness
    - a. self-centered
    - b. subject-matter oriented
    - c. somewhat aware of students' reactions
    - d. very responsive to feelings and actions of others

## II. INSTRUCTIONAL MATERIALS (Scale: 1-Poor; 2-Fail; 3-Good; 4-Very Good; 5-Outstanding; Circle one.)

1. Were the materials appropriate for the age level? 12345
2. Did the materials contribute to the achievement of stated objectives? 12345
3. Were materials readable by & visible to the entire class? 12345
4. Did materials show evidence of careful preparation and foresight? 12345
5. Were the materials utilized effectively? 12345

## III. GENERAL INFORMATION

1. Were the objectives of the lesson clearly evident to both students and teacher? 12345
2. Did the teacher show evidence of having an adequate knowledge of the subject being taught? 12345
3. Was the time used in presenting the lesson effectively and efficiently utilized? 12345
4. If the inquiry-discovery-problem-solving approach was used, how effective was it? 12345
5. Were the pacing and transition in moving from one phase of the presentation to another effective? 12345
6. How well did the teacher arrange the physical aspects of the classroom for the presentation? 12345
7. Did the presentation show evidence of creativity? 12345

WHAT IS YOUR OVER-ALL REACTION TO THIS PRESENTATION? 12345

Additional comments and/or suggestions: (Use back side if necessary.)

---

*Used by cooperating faculty and/or college supervisors regarding major presentations by student teachers.

Insite Project
Acroclinical Semester
(Elementary)

## STUDENT TEACHER EVALUATION FORM*

## INDIANA UNIVERSITY

Student Teacher........................ Semester....................Date.......

Subject and

School................................ Grade Level............................

Rate the student teacher by checking the appropriate column:
(1) Very Superior, (2) Strong, (3) Good, (4) Fair, (5) Unsatisfactory.

### CLASSROOM ATTAINMENTS

| ROUTINE | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Physical conditions | | | | | |
| Records and reports | | | | | |
| Neatness and orderliness | | | | | |
| Classroom efficiency in: time, materials, activities, etc. | | | | | |
| Promotion of self-discipline | | | | | |
| General teacher-pupil control | | | | | |
| **LESSON PREPARATION** | | | | | |
| Mastery of subject matter | | | | | |
| Selection of aims | | | | | |
| Selection and organization of materials, methods, and devices | | | | | |
| Consistency of preparation | | | | | |
| **TEACHING TECHNIQUE** | | | | | |
| Skill in teaching procedures | | | | | |
| Ability to create and utilize learning situations | | | | | |
| Attention and interest of pupils | | | | | |
| Skill in questioning | | | | | |
| Clarity and effectiveness of assignments | | | | | |
| Appropriateness and effectiveness of illustrative materials | | | | | |
| Effectiveness of introductions, summaries, and reviews | | | | | |
| Balance of teacher-pupil participation | | | | | |
| Skill in directed study | | | | | |
| Skill in making and giving tests | | | | | |
| Skill in pupil rating and diagnosis | | | | | |
| Adjustment to pupil differences | | | | | |
| Attainment of aims | | | | | |

### PERSONAL AND PROFESSIONAL

| PERSONAL QUALITIES | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Personal appearance | | | | | |
| Classroom personality | | | | | |
| General culture | | | | | |
| Breadth of interests | | | | | |
| Social adaptability | | | | | |
| Physical fitness and vigor | | | | | |
| Voice | | | | | |
| English usage | | | | | |
| Sense of humor | | | | | |
| Self control and poise | | | | | |
| Sympathetic understanding of boys and girls | | | | | |
| **PROFESSIONAL QUALITIES** | | | | | |
| Enthusiasm for teaching | | | | | |
| Loyalty and cooperation | | | | | |
| Dependability and punctuality | | | | | |
| Maturity and judgment | | | | | |
| Enthusiasm and forcefulness | | | | | |
| Justifiable self-confidence | | | | | |
| Originality and initiative | | | | | |
| Tactfulness and courtesy | | | | | |
| Attitude of pupils toward student teacher | | | | | |
| Harmony with accepted moral, social, and professional standards | | | | | |
| Persistency of effort | | | | | |
| Ability in self-evaluation | | | | | |
| **GENERAL** | | | | | |
| Evidences of improvement | | | | | |
| Prediction of success | | | | | |

Comments.................................................................................
..........................................Evaluation by...........................

---

*Completed by cooperating faculty--included in student's official credentials

## Evaluation of Elementary Student Teaching*

## INDIANA UNIVERSITY

## School of Education

**THE STUDENT TEACHING SITUATION** Student Teacher's Name.................

School Corporation:
Superintendent: School:
Principal: Grade:
Supervising Teacher:
Total Years of Experience:
Total Years Experience with Student Teachers:

Characteristics of Pupil Group: Enrollment: Boys, ; Girls, ;
General Ability of Total Group:

**THE STUDENT TEACHER IN ACTION**

Areas of Teaching Responsibility:
Physical education........
Social Studies ........
Arithmetic........
Music........
Art........
Science........
Reading........
Other language arts........
Other........

**THE STUDENT'S PROMISE AS A TEACHER:**

Signed................................ School................................
Date................................ City................................

---

*Used by cooperating faculty and college supervisors--both documents become a part of the student's official credentials.

## TO SUM UP

Any considered analysis of the elementary acroclinical semester will reveal a gradual change in focus throughout the program. The initial concern is, of course, with the children themselves. In Blocks Two and Three the focus gradually changes to the program and kinds of activities that are currently taking place in each of the four specialized methods areas. Opportunity is also provided for the student to become increasingly acquainted with the work of the children and the methods utilized by the cooperating faculty. Many planned observations for these purposes have been so designed. In addition, student teachers gradually have increased opportunities for limited teaching in the classroom. Such teaching did not require preparation outside the time allotted for this purpose; that is, the preparation for the participation or teaching at this stage was minimal because of the fact that the college student still had heavy responsibilities in his professional studies. As Blocks Four and Five evolved, the student moved into half-time, then full-time student teaching with all the attendant responsibilities for such work.

# PART FOUR: THE ASSESSMENT

## FROM THE FACULTY VANTAGE POINT

From the viewpoint of the faculty, a number of observations may be made regarding the development of our acroclinical semester during the 1966-67 academic year. The first and foremost concern relates to the time pressures which both faculty and students felt. When the students went into the formal professionalized study period (Blocks Two, Three, and Four), the pace was very much quickened in contrast to the activities during Block One. On the average, students spent about five hours a day in classes. When this was coupled with the equivalent of one full day a week in the classroom for observation-participation experiences, one can easily note that the students spent practically a full day in classrooms of one sort or another. This meant that relatively little time was available during this school day for study purposes and, hence, practically all study was carried on in the evenings and/or on the weekends. This being the case, the outside work required of students had to be reduced substantially and there was considerable question as to the over-all quality of the students' work when they were submitted to such pressure. As indicated previously, this concern was really felt by the time we got into the half-time student teaching period.

Because of the time pressure and the compression which was built into the program, certain things were noted regarding the students' work in various specialized areas. The time pressures were felt most noticably in the area of language arts and science. Because there are only 28 direct contact hours with students, the number of science workshops had to be reduced considerably from that which would normally take place during the regular program. Since not all students had the opportunity to participate in workshops and teaching demonstration situations, there would be some who were handicapped by lack of such experience when they actually taught in a classroom. Although they had ample opportunity to observe others at work, such experiences could not readily substitute for the actual teaching itself. If there is one area in which our students are weak, it would have to be in the area of language arts instruction. Realizing this, we have built certain requirements into the graduate phase of our program so that when students finish the Insite program, these weaknesses should no longer be apparent. At the point when they finish the acroclinical semester, however, we believe that it is safe to indicate that the students in the Insite program are not quite as strong as our students in the regular program with respect to their professional study in this area. Whether or not this will be evident in their actual resident teaching is still to be discovered.

Again related to the matter of time pressure has been the decision which was made to minimize formal tests and examinations. Therefore, the time which would normally be devoted to such activities was made available for other types of instruction. Fortunately the focus on self-evaluation and the opportunity to observe and work with students during their student teaching activities did provide considerable feedback to the faculty. Such feedback gave the faculty a much more sensitive understanding of the real problems and tasks faced by the teacher. However valuable, this supervision frequently did not reveal the extent of the student's knowledge regarding his professional study and to this extent there was somewhat of a disadvantage involved.

Because of college faculty involvement, insofar as supervision of student teaching was concerned, we were able to learn a great deal about the kinds of discipline problems confronting beginning teachers. Interestingly to note, the point of view of the faculty in the pilot semester was that discipline problems would be eased considerably if students learned to plan effectively for the classes. It was assumed that the emphasis placed throughout the semester upon effective planning would tend to reduce, if not eliminate, such problems. While this did help, planning did not at all eliminate the problem. Thus, the second semester found considerable emphasis on seminars which had as their topic various aspects of classroom management and discipline. Although it was strongly felt that such seminars were helpful, it is extremely difficult to assess the extent to which such seminars contributed to the success of our student teachers. The only feedback that our faculty has is in relationship to the feelings (expressed) that both faculty and students do have. We have only begun to explore some of the real things that need to be done with respect to classroom management and discipline. In other words, our efforts toward developing seminars which focus upon such problems must be considered merely exploratory at this stage. Adding such seminars to the program of our students, while desperately needed and certainly most appropriate, does certainly add another dimension to an already jam-packed program. The seminar was in addition to the five hours spent in formal class study. Such seminars were held once a week. In addition, another afternoon was devoted to planning with the cooperating teacher, so one can see that the students' week was really crowded insofar as their daily activities were concerned.

To utilize major topics as a significant portion of one's professional study certainly does make sense. The matter of content duplication for the most part has been eliminated satisfactorily. In addition, other topics which are not typically included in the professional semester on campus are a very significant part of the acroclinical semester, i.e., focus upon media and its implications for instruction, evaluation and reporting pupil progress to parents, and planning. There are three problems associated with such instruction, however. One deals with synchronizing such topics with the total program insofar as each of the four specialized areas is concerned. Because the instruction in each methods area does not necessarily follow an identical pattern--typically beginning with objectives and ending with evaluations--it was not always possible to have the kind of coordination that was once anticipated. And thus pacing was frequently out of step in different areas. On occasion, instructors were marking time so that synchronization was possible, and at other times they were "running madly" to catch up. Part of this problem again relates to the time pressures that we all felt since the major topics had to be compressed into a six or eight week period. Had professional study been extended over the entire semester, then it is quite probable that one could be more effective in working in the major topics at more appropriate times. Another concern, of course, related to evaluation, since no attempt was made to test the students' knowledge and understanding regarding the topics that were dealt with in this phase of instruction. The last problem relates to the topics themselves. Two additional topics which might very appropriately relate to this phase of instruction have to do with alternative strategies regarding provision for individual differences and test construction.

There were also problems of synchronization and coordination related to the student teaching phase of the acroclinical semester. Again time pressures played a significant role. On the one hand it was important to tie in much of our instruction with that which was going on in the University Schools. On the other hand, it was important to stress alternative strategies--the discussion of such strategies not tying in directly to the University School program. Nevertheless, considerable progress was made during this past year with respect to this problem.

As one might readily predict, our first problems related to communication with our cooperating faculty regarding the nature of the professional study programs in which students were involved. Because of the experimental nature of the University Schools program and the many, many demands made upon the teachers in such a program, there was considerable difficulty in finding common meeting times so that communication regarding both the University School program and the college program could be made. It really took the course of the entire year for all the faculty to develop a good understanding of the University Schools program as well as for the University Schools to develop a reasonable understanding of what actually was taking place in methods. Other than this problem, there was a minor concern related to some of our student teachers who had assignments in the intermediate school. Several of these students had major teaching responsibilities in only one or two aspects of the curriculum, i.e., science and social studies. For such students, it was difficult to develop the kind of knowledge and understanding, skills, and attitudes regarding the other aspects of the curriculum. In other words, a few of our students will go out into the public schools without ever having had student teaching in one or two of the four curricular areas.

Some comment should be made regarding the success of our audio-visual work, which was a significant part of the major topics instruction. For our elementary majors there was not nearly the amount of follow-through that we had anticipated. Much of this is due to the nature of the program rather than to the students themselves, since the furious pace over the semester did not really allow for much outside time for preparation of AV materials. Certainly there was considerable use of different types of media in the program and in the instruction of our student teachers and some production also was noted; however, such activities were far below our original expectations. In recognition of the compactness of the acroclinical semester, we should not be too discouraged. The real value of the media emphasis probably will not be noted until after students get out into their resident teaching assignments.

As was noted previously in this document, a special program on Standardized Testing In The Elementary School was developed. Such a program took approximately 30 hours to complete and was tied into our simulation and orientation activities. Because of the time pressures involved, it was decided to drop this aspect of the student's work for the coming academic year. Instead this time will be devoted to instruction in the language arts. If we do anything with respect to program testing and interpretation, this will become a part of our seminar instruction or will be built into a capstone experience which is tentatively planned for the last week of the acroclinical semester. This was simply a matter of establishing priority--greater focus on language arts is thus more important than a similar concern for strengthening the prospective teacher's background in standardized testing.

## SPECIALIZED CONCERNS: THE LANGUAGE ARTS*

A review of the semester suggested that several changes be made. (1) First of all, it might be wise to reduce the breadth of offerings in the teaching of reading. This is an important area and quite foreign to students just beginning their preparation. Early demands of classroom experiences suggested practical ability rather than extended background. Therefore, we feel much more time might be spent in the training process rather than the exploratory process. (2) It would be far more fitting if we had actual video tapes of several instructional programs in reading taken right from the University Schools. Teachers participating in the taping could interpret the programs and students could later observe the programs firsthand. (3) The number of the films selected will probably be reduced to allow us more class time for direct instruction. (4) We feel that more time could be given to children's literature. It seems that students coming to the acroclinical semester do not have adequate background to permit them to function with flexibility and authority in offering children ideas and activities for their library work and reading instruction. (5) It would seem appropriate also to add to our simulated teaching situations, specifically to a small group instructional program in which lessons are taught to fellow students. This apparently has value and should be exploited more fully.

---

*Reported by Milton Marten

Using the experiences of this past semester, our task seems to be that of careful selection of methods contact, careful refinement of students' experiences with children, and extending simulated experiences.

## SPECIALIZED CONCERN: MATHEMATICS*

Positive relations were developed with the University Schools teachers of intermediate level mathematics through interaction at sessions of the committee studying means for improving mathematics teaching. These sessions were conducted by a group of teachers of intermediate mathematics at the University Elementary School. This practice will be continued as time permits.

Due to the limited time allotted for methods courses, pacing of topics must be done judiciously. A consolidation of certain areas will be effected to allow more time for topics on individual differences and evaluation techniques.

Because a number of students did not teach mathematics during the full-time student teaching, it was not feasible to have the students prepare a lesson plan, have it evaluated by the instructors, and then assign it to be taught to students in the University Elementary School. Hopefully, INSITE II students will each have the opportunity to teach mathematics. If so, lesson plan assignments will be directed specifically toward student teaching situations.

Although the activities folder assignment was well received by the students, it should have been made earlier to allow for a more thorough search for source materials. A number of students later in the semester noted the value of their folder during student teaching. Next semester, the assignment of the folder will occur earlier, and more periodic checks of progress will be made. Also, more deviation will be allowed to provide for individual interests and needs.

Situations arising during the teaching of mathematics in the University Elementary School could have been used to greater advantage in methods classes. An attempt will be made to develop closer articulation between the practical situations within the University School elementary classroom and the ideas developed in mathematics methods.

---

*This section prepared by Linda George

It was determined that an effective presentation of demonstration teaching could be accomplished through audio and visual techniques, but there was not enough time to prepare the necessary materials for INSITE I. Both audio and visual tapes are now being prepared to illustrate various concepts in the teaching of elementary school mathematics.

## SPECIALIZED CONCERNS: THE SOCIAL STUDIES*

Some positive results were achieved last year. Students and instructors were responsible for some increased interest in social studies in the University Schools Cooperative planning between students and instructors was mutually helpful, and resource units prepared by students were definitely helpful to them in their planning for work with pupils, and were valued for their possible future use.

Student teachers began to demonstrate some of the understandings, attitudes, and skills identified as objectives of the teaching of social studies, especially in their developing ability to employ a problem-solving approach through experimentation in the classroom.

Some problems impeded the realization of all the objectives for which the course was designed. The order of the major topics did not correlate well with the order of course content, an order dictated by the obligation to prepare resource units and teaching plans to be used by students in their University Schools classrooms. The nature of the opening major topics led the instructors to spend a disproportionate amount of time on discussion of these topics as they related to social studies.

The failure of communication concerning social studies instruction between cooperating teachers and instructors seriously handicapped attempts to integrate college course work and classroom experiences. Also, the varied approaches to social studies and the varying degrees of concern for it in the University Schools confused students and created doubts as to the function and importance of social studies in the curriculum.

While pressures of time reduced the total college hours of instruction, the expected implementation to fill this gap was not available in many of the cooperating classrooms of the University Schools. Since students were hard pressed to meet the physical obligations of long hours and strenuous activity, they did not give the attention to serious study demanded by the compressed time allowed for the methods course. The instructors, responsive to the demands being made upon students, failed to provide sufficient opportunities for students to demonstrate that they were achieving the understandings and skills which the course sought to develop.

The preparation of multiple resource units proved to be too time-consuming and to result in products of poor quality. Instructors were always faced with the problem of selecting learnings and activities of highest priority; many essential areas of concern were wholly or partly neglected.

---

*This section prepared by Maxine Dunfee

Some reorganization of the course has been planned in the hope that objectives may be more fully realized. Major changes center around plans for increasing the students' opportunities to demonstrate what they have learned. More demonstration and role-playing involving the students has been planned. More careful reading of background material provided in the professional book will be used as a basic reference. The student will have more opportunity to display skill in planning and to relate work in the University School to discussions and lesson planning in the course. There will be more careful pacing and selection of course content, and the utilization of major topics will occur at a point in the course where they are most appropriate, rather than at their exact time of presentation. There will be less emphasis upon construction of resource units.

## SPECIALIZED CONCERNS: SCIENCE*

Most student teachers had the opportunity to carry out their planned science teaching unit in the classroom during half-time or full-time student teaching. In many cases the success of this unit was apparent. The opportunity for immediate evaluation by the student teacher, cooperating teacher, and methods instructor proved invaluable. Most helpful was the chance for students and methods teachers to plan experiences cooperatively.

Some workshop sessions were very effective toward developing a "feel" for good science teaching, particularly when there were opportunities to discuss and evaluate these workshop activities after carrying them out. Attempts to develop familiarity with new developments in elementary science and curriculum project studies were apparently successful. In many cases the student teachers exhibited skill in their ability to employ a problem-solving approach to teaching science. This included good questioning techniques for children as well as displaying a knack for the inquiry approach.

In most cases the opportunity to practice immediately what was taught in methods classes reinforced and definitely assured the continued use of the approaches seen as more desirable.

The planned teaching unit was most indicative of the benefits of the course. Each student left the course with 41 complete and different units. Most important is that most student teachers had the opportunity to try these out in the classroom. Responses of cooperating teachers were also quite favorable.

On the other hand, some negative results were seen. A lack of continuity in the beginning sessions necessitated a duplicated effort and prevented students from seeing the underlying ideas of the basic thread of the course. Some flexibility is necessary as the instructors become familiar with the needs of the students. Some efforts in guiding the students to state and write objectives for learning in behavioral terms proved unsuccessful; a few students did not grasp this even near the end of the course.

---

*This section prepared by Roger Cunningham

The difficulty associated with identification of the dimensions of science education at either the primary or intermediate level in the University Schools limited attempts to develop effectively planned units. Another limitation, the lack of time, greatly reduced the total college hours of instruction making it difficult to develop all phases to the desired levels. This often required the instructors to select only a few areas, or at least cut short some of the desirable activities. The pressures of time also limited the attention given to methods work on the part of the student. Opportunities to spend the necessary time with textbooks and other resource materials were often not available, or students were pressured with work from other areas and could not give attention to this much needed experience in science methods.

The demonstration lessons, although valuable in most cases, had some limitation because of the artificiality characteristic of some adult role-playing situations.

The practice of not giving grades placed some limitation on some phases of the program. Although the success of their teaching will usually depend on what has come before, students often lose sight of the importance of some aspects without having certain commitments.

Some of the workshop sessions were untimely, unsuitable for one or the other of the levels of the elementary school, or a duplication of previous experiences of some of the students.

Changes made because of the results of evaluations include (1) a more careful spacing of course content, involving better scheduling of activities; (2) demonstration lessons with more extensive evaluation; (3) the use of more desirable textbook and other resource materials; (4) greater continuity in the course of study with each phase related; (5) better organized workshop lessons to focus attention on developing good activities for the teaching-learning unit; (6) greater emphasis on the planning and use of the teaching unit; (7) demonstration lessons involving the use of children to achieve a more natural teaching environment and more accurate evaluations; (8) a shorter period of time for methods instruction; (9) a more desirable approach to the teaching-learning situation; and (10) a reassessment of the needs of the student teachers and the circumstance of science teaching in the University Schools which has permitted a better foundation for the program for the coming year.

## EVALUATION

There is yet another problem related to evaluating student teaching performance. Although the reader has noted the materials that we have used, there is considerable concern on the part of at least some of our faculty members that we do not do a very good job of providing reference points for our students. In other words, we need to be much more specific in identifying those kinds of things that really make for effective and ultimately superior teaching. We must always recognize that certain personal characteristics play a vital role. The development of wholesome teacher-pupil relationships is also tremendously important.

In the final analysis, it must be recognized that certain other components regarding professional competency must be identified and described very specifically. After all, it is this aspect of teacher education for which we are primarily responsible. In other words, we might have people who work well with both students and colleagues, as well as to establish a good rapport with parents, and we might have people who have all the personal characteristics that we would admire and still have a teacher who is not very strong and competent professionally. While progress has been made regarding the need for greater specification, we are only at the beginning stages. This whole matter, of course, relates to the problem of evaluating effective teaching wherever it takes place.

THE STUDENT COMMENTS

At the completion of the elementary acroclinical semester, a student evaluation questionnaire was administered. The areas covered in this instrument related to (1) major topics, (2) simulation, (3) special methods, (4) student teaching, and (5) evaluation. The students were asked to evaluate each section not only on the basis of what activities had been most helpful to them, but also which areas they felt required change in order to become more effective. Each section of the questionnaire was divided into two parts. The first part was designed so that it would be used objectively and students were to react to each item on a five-point scale. It was then possible to develop a composite picture of the students' feelings regarding each item. The second part of each section was an open-ended item so that students could comment in the narrative regarding the questions posed. In addition, students were encouraged to comment on any other point of concern in the appropriate section.

The students' general observations will be noted first. This, in turn, will be followed by the objective analysis (a composite overview of the part one of each section).

Major Topics. The suggestion most frequently offered in regard to the major topics was the need to devote more time to evaluation and the reporting of pupil progress. A large number of students also mentioned the need for spending less time on orientation and objectives. Such was reported by the students in our pilot group (first semester). The faculty certainly concurred with these observations, so during the second semester these two activities were tightened up considerably.

In addition to the above suggestions, a number of suggestions were made by individual students. Though these were not mentioned frequently, they often served as a focal point for faculty discussion. For example, one or two students noted that we did not spend very much time on teacher-made tests and a few others questioned the value of using the 8mm single concept films. In addition, some emphasized the importance of taking a more realistic look at the major topics dealing with planning and organization. Therefore, a single suggestion is frequently as important as one which had been noted many many times by our students.

Simulation. The students agreed that this program was excellent and perhaps the most helpful of all the areas of instruction. Because of the heavy student involvement, such a reaction could certainly be anticipated. This pattern was certainly true throughout the specialized methods areas and the major topics. Wherever students were heavily involved, they tended to rate such experiences very highly. Most of the students' comments with respect to this area consisted of the "more of" type--more discussions before films, more papers written by the children in the films, and more problem situations to consider.

Special Methods. Several of the students noted that too much was expected of them during Block Four, when they were involved in half-time student teaching. There can be no doubt that this was the most demanding time of the entire semester and that many adjustments had to be made both in terms of the students' teaching responsibilities as well as his professional study assignments.

In general, the students' other comments related to a concern for the teaching of reading and the need for more work and experience in the area of the language arts. Other than this general theme, which seemed to run through many of their individual comments, no other pattern was noted regarding instruction in the specialized methods areas. If one student said that more work was needed in a given area, then this in turn would be off-set by another student who said that too much time was devoted to that aspect of instruction.

Student teaching. The students were in very strong agreement in many of the areas of student teaching. Many, for example, recognized the need for a longer student teaching experience. And for about twenty per cent of our students, such an additional experience was indeed necessary and thus built into their programs for a subsequent semester. In other words, these students took additional student teaching and received credit for this as an independent study assignment. Students also indicated a desire to take over teaching responsibilities sooner then they were permitted. Others noted that three student teachers assigned to one classroom was just too many. Interestingly enough, two students assigned to a classroom did not seem to be a matter of concern--apparently, in such an arrangement, students still felt that they had ample opportunity to teach. Other students wanted more observations and comments from both their cooperating and their supervising faculties. This desire for more feedback seemed to be very consistent and certainly suggests the need for "reference points" referred to earlier. Informal discussions with students certainly emphasized the need for making an in-depth analysis of supervisory practices.

Self-evaluation and Personal-evaluation. Despite heavy emphasis upon self-evaluation in the acroclinical semester, a large per cent of the students did not choose to comment on questions relating to this section of the questionnaire. If there was a theme that could be noted from the few observations that were described, it would have to be the need for more college faculty-student teacher discussion. This was a rather interesting observation, in view of the tremendous number of college faculty-student contacts, informal as well as formal, that were noted over the course of the semester. Yet this is also understandable since the students in our program have never been through any other program and thus are not at all sensitive to the relatively few contacts that college faculty have with their students either during the period of their professional studies or during their student teaching activities.

The Objective Analysis. The following frequency distribution will provide an excellent overview of the students' general feelings regarding each facet of the acroclinical semester. On this five-point scale, ranging from zero to four, the zero represents the lowest ranking that could be given any item, two represents average, and the four represents the highest ranking that could be given any item. The numeral in parentheses on the left indicates the sum of "0" and "1" responses. The numeral to the right represents the sum of "3" and "4" responses. Not all students responded to every item, so the total number of responses for each item may vary somewhat. We shall let the facts speak for themselves.

# Student Evaluation - The Elementary Acroclinical Semester

(Part One - Objective Analysis)

## I. Major Topics

A. The Major Topics were designed to treat in a unified way those elements common to all of the special methods areas.

To what extent did the major topics draw out the concepts common to each of the methods areas:

| | | Frequency Distribution* | | | | | |
|---|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 | |
| 1. Objectives | (1) | 0 | 1 | 5 | 16 | 18 | (34) |
| 2. Learning | (2) | 1 | 1 | 12 | 23 | 3 | (26) |
| 3. Content | (5) | 0 | 5 | 18 | 14 | 3 | (17) |
| 4. Media | (1) | 1 | 0 | 3 | 16 | 20 | (36) |
| 5. Planning-Organizing | (2) | 1 | 1 | 8 | 19 | 11 | (30) |
| 6. Evaluation | (2) | 0 | 2 | 11 | 19 | 8 | (27) |
| 7. Reporting Pupil Progress | (4) | 0 | 4 | 4 | 25 | 7 | (32) |

B. The Major Topics were designed to provide certain basic understandings which could prepare students to grasp the concepts in the various methods areas and expand upon them.

To what extent was this accomplished with each of the following:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 8. Objectives | (1) | 0 | 1 | 3 | 17 | 19 | (36) |
| 9. Learning | (5) | 1 | 4 | 13 | 15 | 7 | (22) |
| 10. Content | (4) | 0 | 4 | 19 | 13 | 4 | (17) |
| 11. Media | (1) | 1 | 0 | 3 | 14 | 22 | (36) |
| 12. Planning-Organizing | (3) | 1 | 2 | 8 | 16 | 13 | (29) |
| 13. Evaluation and reporting pupil progress | (4) | 1 | 3 | 7 | 22 | 7 | (29) |

---

*Zero is the lowest ranking that could be given any one item, four the highest ranking. The numeral in parentheses on the left indicates the sum of "0" and "1" responses. The numberal to the right represents the sum of "3" and "4" responses.

C. Certain major topics were designed to introduce aspects of professional work not normally included in methods courses.

To what extent did the following prepare you for your student teaching activities:

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 14. | Standardized Testing in the Elementary School (Program) | (8) | 2 | 6 | 11 | 11 | 10 | (31) |
| 15. | Film Utilization (Faris) | (5) | 2 | 3 | 9 | 14 | 12 | (26) |
| 16. | Eight Mm Silent Film Projection (Flaten) | (8) | 3 | 5 | 11 | 9 | 12 | (21) |
| 17. | Overhead Projectors (3M Representatives) | (6) | 3 | 3 | 3 | 14 | 17 | (31) |
| 18. | Tape Recorders (Brugger) | (1) | 2 | 0 | 10 | 15 | 13 | (28) |
| 19. | Graphics (Frey) | (4) | 2 | 2 | 8 | 12 | 16 | (28) |
| 20. | Workshop Session (Marion) | (6) | 2 | 4 | 5 | 8 | 21 | (29) |

D. As an over-all evaluation of the major topics:

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 21. | Was the sequence logical and meaningful. (Darken 0 for yes and 1 for no.) | (40) | 35 | 5 | | | | (0) |
| 22. | Was the pacing proper; that is, was the time spent on each topic adequate and justifiable. (Darken 0 for yes and 1 for no.) | (40) | 28 | 12 | | | | (0) |

II. Simulation

A. The simulation program was designed to provide a common experience in seeing and observing a total school setting. From it a student could be expected to gain an understanding of the responsibilities and the problems related to an actual school environment preliminary to actual student teaching and professional work.

To what extent did the simulation program --

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 23. | Sensitize you to the varying roles that elementary teachers must play. | (2) | 2 | 0 | 3 | 18 | 17 | (35) |
| 24. | Sensitize you to the importance of knowing and understanding children (their personal-social needs as well as their academic needs). | (2) | 1 | 1 | 1 | 8 | 29 | (37) |
| 25. | Help you develop an awareness of the ways in which communities and schools differ in terms of philosophy, policy, modes of operation. | (2) | 2 | 0 | 5 | 9 | 24 | (33) |
| 26. | Help you develop an awareness of the ways in which schools differ in terms of atmosphere or climate. | (1) | 1 | 0 | 3 | 16 | 20 | (36) |
| 27. | Help you become aware of varying community expectations and demands made upon teachers. | (1) | 1 | 6 | 7 | 7 | 19 | (26) |

## III. Special Methods

A. The acroclinical semester was designed particularly to bring into closer coordination various phases of professional work (methods courses) and student teaching.

To what extent did the special methods build upon the major topics presentation:

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 28. | Language Arts | (7) | 0 | 7 | 15 | 14 | 4 | (18) |
| 29. | Mathematics | (1) | 0 | 1 | 14 | 20 | 5 | (25) |
| 30. | Science | (1) | 0 | 1 | 17 | 11 | 11 | (22) |
| 31. | Social Studies | (1) | 1 | 0 | 13 | 12 | 14 | (26) |

To what extent did your study of methods help you to work more effectively with children:

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 32. | Language Arts | (11) | 3 | 8 | 10 | 13 | 6 | (19) |
| 33. | Mathematics | (4) | 2 | 2 | 10 | 14 | 12 | (26) |
| 34. | Science | (2) | 1 | 1 | 7 | 17 | 14 | (31) |
| 35. | Social Studies | (6) | 1 | 5 | 6 | 17 | 11 | (28) |

To what extent did your experiences with children help make your methods more meaningful:

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 36. | Language Arts | (1) | 2 | 5 | 5 | 14 | 14 | (28) |
| 37. | Mathematics | (2) | 1 | 1 | 5 | 12 | 21 | (33) |
| 38. | Science | (3) | 1 | 2 | 7 | 12 | 18 | (30) |
| 39. | Social Studies | (4) | 0 | 4 | 7 | 15 | 14 | (29) |

To what extent were the outside demands of your courses--reading, writing, tests or examinations--reasonable:

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 40. | Language Arts | (4) | 2 | 2 | 7 | 14 | 15 | (29) |
| 41. | Mathematics | (2) | 1 | 1 | 6 | 9 | 23 | (32) |
| 42. | Science | (4) | 1 | 3 | 6 | 16 | 14 | (30) |
| 43. | Social Studies | (7) | 2 | 5 | 6 | 10 | 17 | (27) |

To what extent did you satisfy the requirements of each of the courses (reading and writing assignments, projects):

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 44. | Language Arts | (3) | 0 | 3 | 9 | 21 | 7 | (28) |
| 45. | Mathematics | (2) | 0 | 2 | 5 | 16 | 17 | (33) |
| 46. | Science | (6) | 0 | 3 | 3 | 19 | 15 | (34) |
| 47. | Social Studies | (4) | 0 | 4 | 4 | 18 | 14 | (32) |

To what extent did you make use of the resources that were available to you--Dr. Brugger, Mr. Marion, facilities in J134 (for course work or for planning-teaching).

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 48. | Language Arts | (24) | 13 | 11 | 6 | 6 | 4 | (10) |
| 49. | Mathematics | (21) | 12 | 9 | 11 | 4 | 4 | (8) |
| 50. | Science | (13) | 7 | 6 | 11 | 7 | 9 | (16) |
| 51. | Social Studies | (11) | 6 | 5 | 9 | 14 | 6 | (20) |

To what extent did you make use of the materials that were available to you in E200 and A160 (for either research purposes or teaching purposes):

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 52. | Language Arts | (6) | 5 | 1 | 16 | 10 | 8 | (18) |
| 53. | Mathematics | (5) | 3 | 2 | 16 | 12 | 7 | (19) |
| 54. | Science | (4) | 3 | 1 | 5 | 7 | 24 | (31) |
| 55. | Social Studies | (14) | 7 | 7 | 14 | 6 | 6 | (12) |

To what extent did the semester's experiences encourage and provide opportunities for you to penetrate more deeply some phase of teaching which was of a personal interest:

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 56. | Language Arts | (13) | 5 | 8 | 13 | 10 | 4 | (14) |
| 57. | Mathematics | (4) | 2 | 2 | 13 | 11 | 12 | (23) |
| 58. | Science | (4) | 2 | 2 | 11 | 11 | 14 | (25) |
| 59. | Social Studies | (10) | 4 | 6 | 12 | 12 | 6 | (18) |

To what extent do you feel confident in planning for each area:

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 60. | Language Arts | (4) | 1 | 3 | 8 | 19 | 8 | (21) |
| 61. | Mathematics | (2) | 1 | 1 | 5 | 15 | 18 | (33) |
| 62. | Science | (1) | 0 | 1 | 7 | 12 | 20 | (32) |
| 63. | Social Studies | (1) | 0 | 1 | 3 | 22 | 14 | (26) |

To what extent do you feel confident in teaching each area:

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 64. | Language Arts | (4) | 1 | 3 | 5 | 23 | 8 | (31) |
| 65. | Mathematics | (1) | 1 | 0 | 7 | 19 | 13 | (31) |
| 66. | Science | (3) | 0 | 3 | 4 | 18 | 15 | (33) |
| 67. | Social Studies | (2) | 1 | 1 | 11 | 16 | 11 | (27) |

## IV. Student Teaching

A. The student teaching activities were designed to introduce students to teaching through a series of carefully graduated experiences--simulation; observation and participation on a limited scale (housekeeping and supervisory responsibilities); minor teaching and, finally, major teaching responsibilities. Simultaneously, college classes were structured to prepare students for each new stage of responsibility.

To what extent

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 68. | Were you satisfied with the pacing of added teaching responsibilities as related to your increased professional background. | (19) | 6 | 13 | 11 | 8 | 2 | (10) |
| 69. | Have your student teaching experiences given you the opportunity to prove to yourself, as well as to others, that you can teach effectively. | (4) | 1 | 3 | 4 | 21 | 11 | (32) |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 70. | Did you seek the resources and guidance available to you in the person of your cooperating teacher(s). | (1) | 1 | 0 | 5 | 9 | 25 | (34) |
| 71. | Were you able to utilize the suggestions that were shared with you. (cooperating teacher(s). | (1) | 1 | 0 | 4 | 10 | 25 | (35) |
| 72. | Did you seek the resources and guidance available to you in the person(s) of your college supervising faculty. | (5) | 1 | 4 | 4 | 18 | 13 | (31) |
| 73. | Were you able to utilize the suggestions that were shared with you. (college supervising faculty) | (2) | 1 | 1 | 3 | 16 | 19 | (35) |

V. Evaluation

A. The ultimate purpose of the acroclinical has been the development of your competency as a potential elementary teacher. In pursuit of this goal, self-evaluation and interpersonal evaluations have been employed as forces for dynamic motivation.

To what extent did these evaluative techniques serve that purpose through:

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 74. | The methods courses | (6) | 2 | 4 | 16 | 14 | 4 | (18) |
| 75. | The formal student-faculty conference | (5) | 2 | 3 | 6 | 15 | 14 | (29) |
| 76. | Cooperating teacher-student teacher contacts | (5) | 1 | 4 | 3 | 5 | 27 | (32) |
| 77. | College faculty-student teacher contacts | (4) | 2 | 2 | 7 | 12 | 17 | (29) |
| 78. | Student-student contacts | (2) | 1 | 1 | 5 | 13 | 20 | (33) |

Additional Comments (on any phase of the acroclinical semester)

## IN SUMMATION

As a result of our experience during this past academic year, we have certainly noted many things regarding the appropriateness of such an acroclinical semester for students. There can be no doubt that such an experience is most profitable for certain kinds of students. Assuming now that the program will continue to improve as various kinds of adjustments are made, the faculty recognizes that an acroclinical semester can indeed be very profitable for students who exhibit the following kinds of characteristics: they must be well organized; they must be very healthy, for the physical demands made upon them in such a semester are very great; and, finally, they must be secure in their relationships with children.

For such students, the concept of an accelerated, highly compressed acroclinical semester is certainly feasible. In the future, however, it may be advisable to give some thought to extending the semester so as to remove some of the time pressures that are certainly evident.

The semester certainly has been a most invaluable experience for the college faculty that has been involved in this phase of the project. Never before have we spent as much time dealing with curricular concerns, although it must be recognized that much of our time during the early stages of this phase of the project was centered upon scheduling and administrative problems. Having these behind us now, it is very evident that the faculty is beginning to concern itself with some of the really crucial issues related to teacher education. There certainly is a much greater emphasis upon an analysis of objectives and what they mean for instruction and field work (teacher aide, student teaching, resident teaching). Certainly we have become much more sensitive to matters relating to discipline and classroom management. Furthermore, we feel a much keener responsibility to provide help and instruction for students having such concerns. As indicated, we need to do considerably more with respect to evaluation. And most important of all, there is a much greater understanding of the significance of various teaching tasks which until now have either not been dealt with or else were dealt with in a rather superficial way in our teacher education program. Emphasis here must be upon planning, providing and organizing for individual differences, and evaluation.

One of the great disappointments in this project has been the fact that we have not been able to build into our program any formal sophisticated research procedures. Although every facet of the Insite program, including the elementary acroclinical semester, has undergone careful evaluation and scrutiny, we cannot lay claim to any great research contributions. For those of us involved, evaluation has been most meaningful in the true sense of the word--measurement, the making of value judgments, and action regarding the instruction program.

In the final analysis, the sujective evaluation by cooperating districts, college faculty, cooperating faculty, and students is probably as valuable and meaningful as any hard core research that might be conducted. If the people who are involved in programs such as ours are convinced of the merit and significance of their work, then it probably makes relatively little difference if there is hard core research data to support their beliefs. If they believe that the program is, in fact, a more superior way of educating teachers and if the teachers themselves feel very satisfied with their professional preparation, then the end result, in fact, has been achieved. Until teacher evaluation instruments and procedures have been perfected far beyond their present status, such effective evaluations will have to serve, and satisfactory they may well be.

## THE LOOK AHEAD

During the 1967-68 academic year, the faculty team will continue to refine various phases of the program to serve an estimated enrollment of 45 students in the fall and spring semesters. Again the program will be housed on the University Schools campus. Two matters of particular concern and/or interest relate to making more effective use of our video taping facilities and the need to find more effective means of evaluating student teaching performance. The latter refers to the need for identifying certain basic reference points which are crucial to the development of professional competency. Such reference points may then, in turn, be used to evaluate every facet of the students' performance and should undoubtedly imply a great deal about the teaching of methods at the same time.

In addition to the refinement which is still necessary, our faculty team will also concentrate on the development of certain video and audio tape libraries. It is our plan to create a number of video and audio tapes for each of the four methods areas included in instruction during the acroclinical semester. In addition, the senior members of the team have accepted primary responsibility for planning and editing two publications regarding our work during this most crucial aspect of the program. The first publication relates to the simulation phase of the Insite acroclinical semester. At the present time there seems to be a great deal of professional interest in the use of simulation. Therefore, a separate publication will be prepared on this topic. The second publication will describe and interpret all the activities that were carried on in the acroclinical semester. Both of these publications will be made available to the profession.